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ABSTRACT

A survey was administered in Spanish or English to 232 Hispanic students and 52 teachers at 3 Providence (Rhode Island) high schools to assess student needs and find solutions to the dropout problem. An attempt to follow up on Hispanic students listed as dropouts succeeded in locating only 15, some of whom were actually enrolled in alternative education programs. Responses of some parents and community activists were also obtained. High proficiency in English and a longer time of residence in the country were associated with dropping out, rather than staying in school. Results also demonstrated that Hispanics are not a monolithic block and that Hispanic young people do not see themselves as different from their classmates. All four segments, students, teachers, parents, and community activists, cited communication between teachers and parents as essential to student success, along with cultural awareness and mutual understanding about the roles of parents and the goals of education regarding culture and language in particular. Recommendations for dropout reduction are summarized. An appendix contains a matrix of interview responses and the questionnaires and responses from students, teachers, and parents. (Contains 30 references.) (SLD)

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HISPANIC STUDENTS AND THEIR TEACHERS ASSESS THE NEEDS OF LOCAL HISPANIC STUDENTS

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Findings Fact Sheet

*The Dropout Rate in Providence by Race or Ethnic Group, 1991-92

Black	White	Hispanic	Total
29%	27%	40%	31.9%

(URI-UFC, 1992)

* Many of the young Hispanic people listed by the Providence Public Schools as dropouts are actually enrolled in alternative education programs such as GED classes.

* Hispanic young people are not a monolithic block. This population is extremely diverse. Nonetheless, young Hispanic people in general do not feel that they are different in any way from their classmates. Students and dropouts alike feel that they are the authors of their own destinies and, in general, they take full responsibility for their own failures or successes.

* Research shows that the conditions that lead Hispanic students to leave school are the same as those for students in general: failure in class, being over-age for their grade, and being absent frequently.

* Most students and dropouts consider learning English very important to success in school. They consider it more important than teachers do.

* A high level of English proficiency and longevity in the country indicate a likelihood of dropping out rather than of academic success. Assimilation into the USAmerican mainstream seems to correlate with dropping out, while Spanish language preference and recent immigration correlate with staying in school and even recommending stricter school conduct regulations.

* Young Hispanic people in general do not feel that they are different in any way from their classmates and do not expect special treatment.

* Eighty-six percent of Hispanic students like school and most feel very positive about their teachers and plan to continue their education after high school. This indicates that staying in school and liking school are closely tied.

* Several of the dropouts interviewed felt tthat the school had forced them to leave. Despite excessive absences, they seemed to want to continue to be part of the school. This indicates that there is an element of "push out" in the 'drop out" rate. Not self exhile, but disaffectation, (separation as a result of the school's actions or attitudes) is indicated as a contributing factor.

* Students rely heavily on teachers and parents for encouragment and advice, which they agree are key to success in school.

* Some students want challenging classes and teachers who care about them. Eleven of 15 Hispanic dropouts interviewed said help from their teachers with classwork was very important in helping kids graduate.

* Many teachers credit their own parents with enabling them to get an education and want parents to take a more active role in their children's education.

* Some parents and community activists feel the schools do not welcome their participation and often reject their efforts to help. A few parents suspect that Hispanic youths are not treated fairly by teachers and administrators.

* Bilingual programs did not seem to be a determining factor in students' decisions to stay in school or drop out. In a random sampling of 15 dropouts from the 1992 school year, half the sample we interviewed had been in bilingual classrooms at some time in their school careers, and half had not.

* The educational level of the subjects' mothers was similar in dropouts and in students.

The Top Ten Factors Ranked by Students, Dropouts, and Teachers

The following are responses from students, dropouts, and teachers to the question: How important are the following things in helping Hispanic students stay in school? Participants designated very important, important, or not important for twenty-seven factors.

Dropouts (n=15)

1. Ability to speak English well
2. The guarantee of a job
3. Help from the teacher on classwork
4. Parents who value education
5. Financial aid
6. Teachers who care
7. Drug and alcohol education
8. Drug and alcohol programs
9. More parent involvement
10. Drug and alcohol education

Students (n=232)

1. Financial aid
2. Ability to speak English
3. Principals who speak Spanish
4. Drug and alcohol education
5. Drug and alcohol programs
6. The guarantee of a job
7. Teachers who care
8. Teachers who know subject
9. Preventing pregnancy
10. Teacher's help on classwork

Teachers (n=52)

1. Teachers who care
2. Programs to prevent teen pregnancy
3. Sex education
4. Teachers who know their subject well
5. Teacher's help on classwork
6. Ability to speak English well
7. Teacher who understands my background
8. Small classes
9. The guarantee of a job
10. Drug and alcohol education

Chapter 1- Introduction - Purpose of the Study and Methodology

In May 1993 the dropout rate among Hispanic students was 40% in Providence's public schools. That is some 20% higher than the dropout rate among white students. The purpose of this study is to define the locally-based causes of the Hispanic dropout rate in the Providence public schools and to make recommendations which will reduce this rate of attrition and enable more young Hispanic students to complete their studies.

Researchers conducted a thorough literature review and interviewed educators, parents, and activists from the Hispanic community. Working with the Providence Public Schools, the University of Rhode Island Urban Field Center formed an advisory board of ten educators and activists from the community to design a survey that would determine the factors which give rise to the dropout rate. The resulting questionnaire was piloted in Mount Pleasant High School and West End Community Center's alternative diploma program, Project Hold.

In collaboration with the Hispanic Dropout Study Advisory Committee and based on a literature search from other studies around the nation, we wrote and translated a series of questionnaires: one for students, one for former students, and one for teachers and educators. We contacted the principals of three major high schools and arranged to administer the surveys to a diverse group of Hispanic students After lunch in the school cafeterias.

Researchers offered explanations for survey procedures in Spanish and English. Students chose either English or Spanish language questionnaires. After 45 minutes staff members collected all surveys and proceeded to the front office. There they left questionnaires for teachers, counselors, and other educators in school mailboxes. Several days later, staff members returned to collect the completed surveys.

The Providence Public Schools sorted their database for students linked to codes "5" (for Hispanic origin) and "WV" for ("Withdrew Voluntarily") and provided Urban Field Center staff with the names and telephone numbers of those young people who dropped out during the 1992-93 school year. Bilingual staff conducted one-on-one telephone interviews based on but not limited to the questionnaire that had been designed by the Hispanic Study Advisory Committee. Results of these labors were placed in a database for analysis.

The survey was administered to 232 Hispanic students and 52 volunteer teachers at Central High School, Mount Pleasant High School, and Hope High School. The Providence Public Schools provided researchers with the names and phone numbers of 145 Hispanic students described as having withdrawn voluntarily from school in the 1991-92 school year. Researchers attempting to call these young people found that 81% of the phone lines were now disconnected. They were able to reach 15 of those young people and conduct interviews with them, but the size of the sample was disappointing; it is too small to produce reliable statistics. From this we learned that the population is extremely mobile and consequently a year is too long to wait before trying to conduct follow-up interviews with dropouts. Instead of percentages, this sector's responses will be stated in the report as the number out of 15 who responded in a given way, for example: "10 out of 15 answered 'true' to this statement."

Results of the surveys were compiled and tabulated, and then presented to the Providence Dropout Prevention Collaborative Advisory Board and the Hispanic Dropout Study Advisory Committee to serve a basis for recommendations to the Providence Public Schools and the community at large.

We hope this research project will alter some long-standing stereotypes and misconceptions about this community and start a dialogue that will help give young people in Providence a better chance to graduate from high school.

Demographics of the Providence Sample

The 232 students in the sample are a diverse group selected by principals, vice principals, and guidance counselors from Mount Pleasant, Central, and Hope High Schools. Forty-seven percent are male. They come from mainstream as well as bilingual and English as a Second Language (ESL) classrooms.

These young people reflect the diversity of the Hispanic community in that they are of many origins, but primarily Dominican (62%) and Puerto Rican (17%). The respondents include Guatemalans (8% of the sample), Colombian, a Cuban, Honduran, Salvadorans, several Mexicans, Ecuadorans, Bolivians, and a few young people who listed themselves as being of mixed national origins. The group includes highly successful students as well as average and "at-risk" students. Sixty-one percent of students surveyed chose to answer in Spanish. The largest group (36%) reported that their family had been in the

United States for 1-5 years. Thirty-one percent of families had been in the U.S. for over 11 years.

Teachers were a substantially more homogeneous group. Fifty three percent were of European descent: Italy, Ireland, England and combinations of national origins were the most common answers. Nearly one quarter of the 52 teachers who responded to our questionnaire listed the United States as the country their families came from. Africa, Canada, and Dominican Republic, Colombia, Cuba, and others were represented. Sixty percent of their families had been in the United States over 50 years. Many teacher respondents were from educated families: 77% of their mothers and 58 percent of their fathers had completed high school. Twenty-seven percent of their mothers and 31% of their fathers were college graduates.

The 15 dropouts we were able to reach represent only those dropouts from the 1992-93 school year who were still at the same telephone number (10%). Twelve were male. Six were born on the mainland of the USA. Five more had been here for over 6 years. This group has much more longevity in the region that the students surveyed. Seven of these young people were of Dominican origin and six had Puerto Rican roots; 1 was from Mexico and one did not say where his family originated. Ten of the fifteen had either gotten their General Education Diplomas (GEDs) or were currently enrolled in an educational program, suggesting that perhaps they should no longer be considered dropouts.

This finding is significant because it implies that the dropout rate for Providence may not be as high as is commonly thought. An efficient follow-up on students who "WV" (the school department code for "Withdraw Voluntarily") might produce results that not only lead to a lower dropout rate, but determine which programs and institutions are creating an effective safety net for young people who leave school and help city officials support those projects.

CHAPTER 2- Theories of the Dropout Rate in the Hispanic Community: The National Perspective

A Statistical Portrait

The United States and all its institutions will have to pay more attention to the Hispanic population in the future. In 1990 US Census-takers counted some 19.4 million people of Hispanic descent, confirming that the US has the 5th largest Hispanic population in the world. Nevertheless, that sector represents only 6.5% of the total population of this country. Sixty-two percent of Hispanics in the United States are of Mexican descent and 13% are Puerto Rican. Central and South Americans represent 11% of the US's Hispanic population, Cubans, 5%, and "Other Hispanics" make up the rest. While the non-Hispanic population in the US increased 7% from 1980 to 1988, the Hispanic population increased 34%.

Contrary to popular belief, most Hispanics are not immigrants, but US citizens. Three quarters of the US Hispanic population was born in the United States, The National Center for Educational Statistics (NCES) reported in 1980. All Puerto Ricans are US citizens from birth, as are substantial parts of the Mexican-descent group. Furthermore, the ancestors of today's Hispanic children were Incas, Aztecs, Mayas, Arawaks, Tupacs, and others, who were building complex societies in America long before Europeans arrived on the continent.

Also contrary to popular belief, Hispanics in the United States do not resist acculturation and are not a cohesive bloc. A recent opinion poll, The Latino National Political Survey, found that most Hispanics use English as their primary language, 65% believe there are too many immigrants entering the country, and most do not identify themselves as a part of one large Hispanic community, but rather view themselves as part of a community based on the particular country to which they trace their roots. (*Providence Journal*, 1992)

Despite this population's skills, hard work, and achievements, poverty is a continuing problem for Hispanic families. The disparities among Hispanics are reflected in their income levels, but as a whole this population has less income and more unemployment than the national average. Some 24.7% of Hispanic families live under the poverty line (*Closing the Gap*, US Census, 1987) versus 11% of US families overall. The median household income for Hispanics is $22,330. That is $7,613 less than the US median household income. Within the Hispanic community,

Cubans are most affluent, with an income of $25,900, while Puerto Rican families make the least on average at $16,169. The median age in the Hispanic population is 26.2, compared to the overall US median age of 33 (*American Demographics*, March 1992). The level of unemployment for Hispanics was 8.5%, while the level for the nation was 5.8%. ("US Census Advance Report," March 1988). Even when they find employment, Hispanic men earn somewhat less than non-Hispanic white men. This was true at every level of education (NCES, 1980).

Current Data on Dropout Rates by Ethnic Group

The current dropout rates nationally are the following:

	BLACK	WHITE	HISPANIC	TOTAL
USA:	14%	9%	35%	12.5%

(NCES, 1991)

Providence Public Schools report a total cumulative dropout rate of 31.9% for 1991-92. According to the RI Department of Education (RIDE) figures, the state of Rhode Island has a dropout rate of 17.6%. Factors such as low income level, high crime rate, difficult living conditions, de facto segregation, and other urban issues probably cause the dropout rate to be higher in Providence than in the rest of the state.

similar to the national dropout rates, Providence's young Hispanics have the highest dropout rate of any ethnic group. However, the extreme variations in dropout rates by race found on a national scale are not reflected here.

A Review of the Literature

Sociologist and educators have written extensively on the subject of what causes students to drop out of school. Most of the research on the needs of Hispanic youth focuses on the Mexican or Chicano communities of California and Texas. This means that much of the available published research applies only in a general sense to Providence's Hispanic population, which is predominantly Dominican and Puerto Rican.

In general, Hispanic students are just like students from other ethnic backgrounds. They enjoy the same activities, need the same love and attention, and suffer from the same problems as other young people. Yet,

nationally, Hispanic students are almost four times as likely to drop out of high school as white students and twice as likely to drop out as black students.

Four groups of factors can be distinguished in the body of literature on the dropout rate in general: personal characteristics, family issues, school-related factors, and socio-economic factors. A review of these groups of factors and theories serves as a starting point for addressing the particular needs of Providence's Hispanic students. This section will review some of the existing research and theories, most of them on dropping out in general, and some specific to the Hispanic population.

Indicators of At-risk Youth in General

Sociologists writing on the dropout rate have often cited "frequent absence" as an indication of dropping out. Beyond this revelation, however, researchers have established several sets of "indicators" that identify students at risk of dropping out. Among the most frequently cited indicators for at-risk youth of all races and ethnic groups are:

Poor grades
Discipline problems in school
Being over-age for grade
Little contact with school counselors
Minimal involvement with school activities or clubs
Having a large, low income, and troubled family
Having parents who have little schooling and place little value on education.
Character flaws/ low self-esteem

Some of these indicators proved significant for Hispanic youth and some did not. There is some evidence to suggest that creating these checklists of characteristics, while handy for administrators, is not particularly helpful to teachers nor does it inspire the cooperation of students and parents. Teachers who know their students know which ones are at risk of dropping out without utilizing these lists. Further, labeling children at an early age (be it positively or negatively) has an effect on children's performances as they learn to fulfill the expectations which well-meaning educators have developed for them. Finally, parents, who are an essential part of the success equation by all accounts, are seriously alienated by this practice.

Character Factors

The first group of established factors for predicting who will drop out focuses on personal traits. Frequently criticized by progressive researchers and educators as "blaming the victim," this school of research looks to the character of the student who leaves school for an explanation. In 1967, a researcher named Cervantes concluded that character flaws caused students to abandon their studies. He neatly compiled the following traits as indicators of educational attainment:

High School Graduate	High School Dropout
Instinctive	Holistic
Radical	Conservative
Linked to his social class	Upwardly mobile
Proletarian	Capitalist
Affectless	Affectionate
Hyperactive	Alert
Leisure and thrill oriented	Work and goal oriented
Sexually exploitative	Monogamous
Double standard	Single standard
Slave to his environment	Master of his environment

"Low self-esteem" may be the modern terminology for this school of thought, the idea being that the students and their self-image are responsible for their failures or successes. If only young people would change the way they think, such theorists posit, they would do better in school. As recently as 1987, Reagan's Assistant Secretary of Education, Mr. Finn, echoed this up-by-their-own-bootstraps theory when he claimed misbehavior as the causal factor in dropping out. He went on to say that schools were not responsible, and that students who left school did so simply because they did not make the required effort to succeed. Finn counseled against reform programs aimed at dropouts, claiming that they endangered the "excellence movement" in the schools.

Oddly enough, however, a similar perception that individuals are chiefly responsible for their own successes or failures was common among the young people and activists from Providence's Hispanic community who participated in the current research. Many seek to change the student in addition to advocating changes in the schools.

Family Factors

Family circumstances and characteristics are the second set of issues that influence students in the decision to drop out. For years researchers and educators have pointed to an array of family circumstances that can lead young people, no matter what their character, to leave school. Among these factors are:

Parents who:

Have little education
Do not value education
Offer little guidance to their children
Have low expectations for their children
Are not interested in assimilation
Practice substance abuse, sexual abuse, or physical abuse

However, in his review of the data from the National Center for Education Statistics' "High School and Beyond" cohort study of the high school sophomore class of 1980, Dr. Ricardo Fernandez found evidence that many of these indicators do not hold true for Hispanic young people. Fernandez and fellow researchers Kathryn Henn-Reinke and Janice Petrovich culled the data on 706 Hispanic 9th graders in five major cities for ASPIRA Association, Inc., Institute for Policy Research. They compared the answers of Puerto Rican, Cuban, Mexican, and Central American students and published a chart essay of their findings in 1989; it was titled "Five Cities High School Dropout Study: Characteristics of Hispanic High School Students."

The ASPIRA study found that Hispanic students rated "Graduate from high school" highest of their parents' ambitions for them and cited parents' advice and encouragement as reasons they continued in school. This finding stands in contrast to the theory that parental indifference to education is a major reason for high Hispanic dropout rates. Further, while some researchers have claimed that Hispanic parents do not encourage their children to learn English, Fernandez's findings refute the assertion.

Dr. Frank D. Bean et al, in their 1991 Texas study, found that the longer Mexican American families have been in the United States the lower their children's educational level will sink. Bean attributes this to the second generation's experience of discrimination, a growing awareness of

structural barriers that block access to complete assimilation, and the resulting decrease in motivation.

Other aspects of family life investigators have cited as endangering graduation include:

Large families
"Broken" home/single mother
Recent immigration
Lack of positive role models at home
Lack of reading material in the house
Lack of work ethic in the family

While there can be no doubt that factors such as abuse and neglect would make it very difficult for anyone to excel, the style of research in which social scientists produce checklist of indicators may alienate parents. Some parents told researchers that they resent receiving letters from school officials labeling their children "at-risk." (Chapter I Parents' Regional Conference, Hartford, CT, 1993) They feel schools are imposing a negative label on their children from an early age and that this designation works against the children, jeopardizes their chances of receiving impartial treatment from teachers and administrators, and lowers their confidence in their academic abilities.

Community activists agreed that this "indicator" format may also give parents the impression that school departments are pointing an accusatory finger at them - saying in effect "Because you did not go to high school, because you don't earn much money, because you are divorced, you have put your child at risk of failure." (Focus group with the *Comité Pro-Educación Hispano*, June 1993)

Further, just as schools cannot be held solely responsible for children's well-being, so parents are not the only influences on their offspring. School experiences and policies are also powerful shapers of students' abilities to successfully complete high school .

School Factors

A third set of factors is those pertaining to teachers, administrators, and school organization and policy. School practices that have been cited as deleterious to graduation include:

The policy of retention in grade
The policy of suspension from school
Tracking
Large schools
Large classes
Lack of qualified support programs for teachers
Teacher failure to involve students in school activities
Racial or ethnic prejudice on the part of teachers and administrators
Alienation of students
Little counseling for students
Few role models
Ethnocentric or irrelevant curriculum
Too much emphasis on standardized testing

All groups surveyed in Providence, not the least of them teachers, had complaints about conditions, policies, and programs in the schools and teachers especially offered concrete suggestions for changes in schools to maximize student success.

Socio-economic Factors

The fourth set of factors researchers have cited as causing dropping out are not character, family, or school policies, but larger socio-economic factors which call for a broad, political solution, not educational reform. Some of these factors which can directly impact a student's, particularly a minority student's, success in school are:

Housing patterns that segregate minorities
Lack of financing for effective programs
Lack of funding for qualified personnel in the schools
Lack of recruitment of minorities for leadership positions
A socio-economic system which relegates minorities to the poorest class
Racism, sexism, classism, and ethnocentricity

These factors impact negatively on most sectors of our society and work against all students, not just Hispanic ones, and make it difficult for teachers, administrators, and parents to achieve their goals or help young people live up to their full potential.

Summary

The majority of scholars on the subject of dropping out acknowledge aspects of each of these groups (character, family, school, and socio-economic) as causing students to leave school. Naturally, there is considerable controversy in the field about where to place the onus of responsibility: a researcher like Fernandez would certainly send off sparks in a debate with an administrator like Finn. Nonetheless, most observers of the dropout phenomenon agree that some combination of these factors contributes to a student's decision to drop out of school.

There are a few issues pertaining specifically to Hispanic youths which are not well established and could be investigated to advantage. The most controversial indicators for Hispanic students at risk of dropping out are limited English proficiency, lack of parental encouragement, low self-esteem, and alienation from the school environment. None of these factors is strongly reflected in the Hispanic population in Providence.

These factors are controversial because they can pit school officials against parents and the community, and give rise to accusations of racism and ethnic prejudice. There can be no doubt that nationally some people have organized "educational" campaigns such as "English First" for motives of xenophobia and prejudice, while others have made impossible demands of teachers and hurled unwarranted accusations of indifference at school officials. Establishing a balance of power and respect among all concerned in education is a prerequisite to discussing these controversial factors.

Although generally accepted as contributors to the high Hispanic dropout rate, there is evidence that the previously mentioned indicators of dropping out may not be the most powerful factors in most Hispanic youths' decisions to leave school. As cited earlier, in his "Five Cities" study for ASPIRA Fernandez found that Hispanic parents expected their children to graduate from high school and encouraged them to do so. Further, he found that Limited English Proficient (LEP) students actually graduated at a higher rate than Fluent English Proficient (FEP) or English only students. These findings are reflected in the local data as well.

The ASPIRA study showed that Hispanic students do not, in fact, suffer from poor self-esteem. Rather they are positive about their abilities and confident of their power to succeed. As reflected in local research, Fernandez found that Hispanic high school students had positive feelings about their teachers and about school.

Certainly no researcher has yet been able to explain definitively why Hispanic youth, rich and poor, East and West, bilingual and monolingual, are so much more prone to dropping out than other youths. The findings of Ricardo Fernandez imply that earlier research has been on the wrong track in blaming limited abilities in English, self-exile and alienation from school and teachers, poor self concept, or lack of parental encouragement. we are in agreement with him.

The current study applies his research to Hispanic young people in Providence and compares national and local factors of concern to this community with the objective of reducing the dropout rate.

CHAPTER 3 -The Hispanic Population in Rhode Island and Providence: The Local Perspective

A Statistical Portrait

Rhode Island's Hispanic population has increased 132% since 1980, making it the state with the highest percentage gain in the entire country. In fact, Hispanics now exceed all other minority groups in size in our state with 45,752 people claiming Hispanic as their race on 1990 US Census forms. While the majority of people of Hispanic origin in the United States are of Mexican origin, Rhode Island Hispanics, are largely of Dominican ancestry (8,902 people equaling 19% of Rhode Island Hispanics) or Puerto Rican heritage (8,366 people), according to the most recent US Census (1990). Because Puerto Rico is a commonwealth of the United States, all Puerto Ricans are US citizens from birth; these citizens constitute 18% of Rhode Island's Hispanic population. The third and fourth largest groups in Rhode Island define themselves as Spanish (3,679 people) and Guatemalan (3,467 people).

The Hispanic population is, in itself, multicultural. There is no single country that defines the "Hispanic" culture. Hispanic is a term we use to group people from many diverse countries and regions where Spanish is the main language. Just as Ireland and England share a language but are not the same culture, so a Venezuelan from Caracas has little in common with a Quiché Indian from the mountains of Guatemala. The different Latin American and Caribbean countries share a common heritage in the same way European nations do. Citizen probably, but not necessarily, speak Spanish as their first language. Other first languages include English, Chinese languages, and literally hundreds of Indian languages.

It includes primarily people born in the United States (both the mainland and Puerto Rico), but Rhode Island Hispanics name at least 19 other countries of familial ancestry, from the southernmost tip of the American continent up to North America, on the 1990 US Census.

it is important to recognize the diversity of Rhode Island's Latin American and Caribbean peoples so that stereotypes do note prevail. Hispanics are likely to be the descendants of Native Americans (Inca, Maya, Aztec, Tupac, Arawak, Carib, and hundreds more) and/or Spanish conquistadors. Likely, but not necessarily. It is well to remember that there is a very strong African influence in the Caribbean. There are many people of

German descent in South America as well as descendants of English, North American, and Canadian families, and quite a few great-grandchildren of Chinese immigrants. Accordingly, Hispanics may be of any color and appearance, from Indian of features to blonde and blue-eyed, from Asian to African in aspect. They are largely Roman Catholic, the ancient religions also survive and Evangelical Protestant churches have made phenomenal gains in Central America and among USAmerican Hispanics in recent decades.

This unique sector of the population includes people who define themselves not only as Hispanic in terms of race but also as American Indian Hispanic, Asian Hispanic, and white or black Hispanic. it encompasses such diverse cultures as Dominican, Puerto Rican, Colombian, and Guatemalan, and all the ethnic groups, religions, social classes, and regional differences within those cultures. Yet all members of this complex community share the Spanish language and many face similar challenges in the struggle to improve life for their families and to contribute to the future of the state.

Of the 45,752 people of Hispanic origin in Rhode Island, the 1990 US Census tells us that 88.6% reside in Providence County. Fifty-five percent (24,982) of the total Hispanic population live in the capital city, 11% live in Pawtucket (5,211) and an equal number are residents of Central Falls (5,119). The remaining 23% (10,440) live in Cranston (1,532), Woonsocket (1,156) and other Rhode Island cities. While Rhode Island is only 4.6% Hispanic, Providence is now 15.5% Hispanic. Children of Hispanic origin are the largest racial or ethnic group in the public schools: 32.5% of the total student population (PPS, Summary Census File: November 1992). The urban school departments more than any others are responsible for meeting the needs of these children to assure that they live up to their potential.

The Providence Public Schools must be particularly interested in finding ways to guarantee success for Hispanic children and their families. The high school dropout rate in Providence for Hispanic students is 40% compared to figures in the 20s for all other racial or ethnic groups. Twenty-one percent of Providence students are Limited English Proficient, many of them Hispanic (RIDE, Education Indicators, 1991). The Providence Blueprint for Education, or PROBE, study found that 77% of Hispanic students felt that school was not challenging enough. Providence's Hispanic parents expressed interest in participating more fully in their children's education, but one quarter of them cited difficulty

with English as the main reason for staying away from PTO meetings and other school activities (PROBE).

While parents and teachers recognize that education is a key factor to achieving success in the United States, educational institutions do not exist outside of the larger social and economic context of Providence. Segregation, whether de facto or contrived, continues to be a reality in the city, and schools reflect society's unequal distribution of resources. For years schools have been mandated by the federal courts to create an ideal world of integration while our neighborhoods and job sites continue to be separated on the basis of race and national origin.

Even within the Hispanic community there are tensions and geographic separation of populations according to origin. For example, Dominicans live primarily in the West End and Elmwood districts and the center of the Colombian community is Central Falls (RIMAPS 1992). Puerto Rican and Guatemalan families are not as concentrated as these two groups.

Providence, like most American cities, is so segregated that any Providence resident could draw lines on the map to show the two areas populated by minority families. An overlying map of areas where low income families live would show the unmistakable correlation between being a person of color (regardless of immigration status or native language), being poor, and living in one of these two areas of the city.

Our high schools naturally reflect this geographic and economic inequity. Classical High School, which, although it is supported by tax dollars, accepts only selected students, is 63% white and only 12% Hispanic, despite being located in economically disadvantaged Upper South Providence. Classical offers no bilingual classes. Next door, at Central High School with its vocational-technical component (among other programs), only 19% of the students are white and 43% are Hispanic. The dropout rate at Central is 13 times higher than that of its elite neighbor. Whatever the many and varied reasons for these discrepancies may be, the inequities cannot be dismissed as coincidence.

As diverse as the Hispanic community is, and as unique as its needs may be, Hispanic children, like other children of color, are at a disadvantage in a racist society. Without falling into stereotypes of a diverse and multi-faceted group of people, without falsely characterizing Hispanics as powerless victims, we cannot ignore widespread economic need, difficult living conditions, and social isolation when asking why Hispanic teenagers drop out of high school in Providence.

The Dropout Rate in Providence

Definition

The Rhode Island Department of Education (RIDE) and the Providence Public Schools defined dropouts in the 1991-92 school year as:

...Those students who left school during the period from October 2 of the present year to October 1 of the next year and who ...:

1) were enrolled at school at some time during the past year
2) were not enrolled in school during the present year
3) did not graduate from high school or complete a state or district-approved educational program
4) do not meet the following conditions: a) transferred to another school or approved program, b) were not temporarily absent due to suspension or school-approved illness, c) died

Each October 15, the principal of each Providence middle school and high school the Providence school department submits a Dropout Reporting System form to the Providence Public Schools. The school department double checks the figures for errors and submits the corrected forms to the RI Department of Education. The form carries the definition of a dropout and columns for the grade, gender and race of each individual student who fulfills the conditions above. Disaggregated dropout rates by race and gender included in this report are calculated from these figures.

The Department of Education tabulates and computes the numbers reported by the school districts according to a complex formula and produces graduation and dropout rates for each grade (known as annual rates) and a cumulative graduation rate for the year. Disaggregated dropout rates by race and gender in this report are calculated by this method.

The "Providence Dropout Report 1991-92" (PPS) reveals that in that school year, 490 students left school without graduating. One hundred and sixty-seven of them (34 %) were Hispanic. Further research shows that Hispanic students have the highest dropout rate of any race or ethnic group in Providence and the figures are getting worse every year. The dropout rate among Hispanic students is now 40%. Asian students are least likely to dropout (21% of Asian students leave before graduation). White students in the Providence Public Schools have a dropout rate of 27%, and African-American teens are dropping out at a rate of 29 per 100.

Providence's total dropout rate is 18 percent higher than the national dropout rate as calculated by the National Center for Education Statistics (NCES). A comparison of the two dropout rates has minimum validity, however, because the NCES uses a different formula, one based on census figures for school-age children, not on actual data from public school enrollment. Nevertheless, national figures and local figures agree that Hispanic students are more likely than African American, white, or Asian youth to leave school.

For all students, dropping out at the junior high school level is minimal (.5% of students in the seventh grade and 1.1% in the 8th grade system wide). The 9th and 10th grades have the highest annual dropout rates (10% annual dropout rate). This is consistent with national figures, which show the 9th grade as the year most students drop out.

Ninth grade is a critical year for students. For all races of students, dropping out at the junior high level is minimal (.5% of students in seventh grade and 1.1% in the 8th grade system wide, URI-UFC data). The 9th and 10th grades have the highest annual dropout rates (10%). This is consistent with national figures.

Hispanic youth are, likewise, most prone to leaving school in 9th and 10th grades; during each of those years 12% of Hispanic students drop out. However, looking at the figures in further detail some gender differences in dropping out are evident.

Gender Differences in the Dropout Rate

In general, males are much more likely to drop out than females. The male dropout rate for Providence is 40% while the female dropout rate is 25.6%. Males are most likely to drop out in 9th and 10th grades (14% and 13% compared to 9.3% in 11th and 12th grades), while females run a fairly constant risk of dropping out throughout high school (6%, 7%, 7% 8% respectively).

Young Hispanic men are 20% more likely to drop out than Hispanic females. The male dropout rate for Hispanics is 49% and the rate for female Hispanics is 29%. Males are slightly more likely to leave in the 9th-10th grades (17% and 18% respectively) than in the later grades (12% and 14%). Female Hispanic students are most likely to leave school in11th grade (11%). In every grade Hispanics are more likely to leave school than their counterparts.

Risk Factors

While opinions among participants in the current study were many and varied, several factors were cited by students, dropouts, and teachers repeatedly as contributing to the dropout rate among Hispanic youth in Providence. The issues that emerged from the research are:

1. Adolescent Pregnancy
2. Drugs and Alcohol Abuse
3. English Proficiency
4. Students' Lack of Interest in Education/Self Esteem
5. Students' Desire/Need for Money
6. Longevity in the US/Acculturation
7. Failure in Class/Frequent Absence
8. Need for Parents' Involvement in Their Children's Education/ Parents' Education
9. Need for Cultural Sensitivity
10. Need for Encouragement and Support from Parent and Teachers

This section will discuss each factor.

Adolescent Pregnancy

The issue of adolescent pregnancy was crucial in the minds of all sectors surveyed. Many students, teachers, and dropouts suggested that Hispanic students were more likely to become pregnant and give birth at an early age than students of other races and ethnic groups.

This was difficult to verify or refute because until 1991 Rhode Island did not keep track of births to Hispanic women. The categories hospitals used were merely "white" and "non-white," so there are few statistics available to determine whether or not Hispanic women are more likely to give birth in adolescence than other ethnic groups. We know that teens accounted for 13% of all births in the nation in 1990 ("Facts at a Glance," March 1993, Child Trends, Inc.). By their 18th birthday, 14 percent of Hispanic teens will have had a child, compared with 26% of African American teens and 7% of white teens ("The Facts," United Way, January 1992). Teens accounted for 16.8% of all Hispanic births in the United States ("Facts at a Glance," March 1993, Child Trends, Inc.).

Country of birth may have a role in the likelihood of early pregnancy. The US Bureau of Census in January of 1992 reported that foreign-born women aged 18-44 had fertility rates of 97 births per 1000 women compared to

67/1000 for US born women ("The Facts"). This trend may also occur in the adolescent population and may reflect a different view of children and their role in the family. This alternative view of the family may also help explain what teachers have termed parental indifference to education for their children.

In an industrialized, first-world nation such as the United States parents tend to think of children as individuals with rights and interests outside the family and they may try to protect their children from responsibility for the first 16-18 years of life. Some parents encourage their children to become independent of the family.

However, in a rural economy in which pensions and Social Security are non-existent, children are a vital part of the family economy and may be encouraged to take on responsibilities within the family rather than developing individual interests. From an early age children may work for the family's advancement as babysitters for younger siblings, farmhands, or income earners and later they will be expected to support their elderly parents and run the family farm or business, in part by producing younger workers: their own children.

Thus, having a child can be considered a bounty for the family rather than a burden. It is providing for the future rather than cutting short one's potential, and it is fulfilling responsibility to the family rather than making an embarrassing mistake.

Further, the strong matriarchal character and extended family structure of many traditional Hispanic families provides a friendly environment for early childbirth and childrearing by allowing young mothers to continue youthful pursuits while the older generation looks after the babies.

Rhode Island's rate of births per 1000 teens is the 10th lowest of the 50 states: 44 per 1000. That rate is well below the 58/1000 rate for the nation as a whole. In Providence, the five year average (1983-87) of teen fertility was 42.5 per 1000 women aged 14-18. The rate in Providence doubles to 83.8 per 1000 at the lowest socioeconomic level. Four hundred twenty-one adolescent mothers received AFDC support in 1990, 39% of the state total (PDPC "Adolescent Pregnancy and Parenting Policy Document," 1992).

In the current research teen pregnancy emerged as a matter of concern for students, dropouts, and teachers alike, but the issue was particularly urgent to the teachers, 71% of whom cited programs to prevent teen

pregnancy as very important in helping Hispanic students stay in school. They rated sex education as the next most important factor; 65% of teachers called it very important.

Students also considered teen pregnancy a very important factor in reducing the dropout rate. Forty-two percent of students considered sex education very important and 54% ranked active prevention programs as very important.

Dropouts were a little more enthusiastic than students about sex education, but were less convinced that programs to prevent teen pregnancy were crucial. Of the 15 dropouts we interviewed, 13 rated sex education as important or very important and 12 rated programs to prevent teen pregnancy as important or very important. While students rated birth control programs ninth in importance out of 27 factors (more important than sex education), dropouts rated them tied for tenth place with "Hispanic teachers"; only 7 called such programs very important in helping Hispanic students graduate.

There is some evidence to indicate that Hispanic teenagers are not more prone to teen pregnancy than other young people. Some of that evidence comes from findings of the National Education Longitudinal Study of 1988 (NELS:88), a national cohort study of 24,599 students now being conducted the National Center for Education Statistics (NCES). The NELS:88 study found 1/3 of female dropouts (31%) said they left school because they were pregnant, 21% of Hispanics, 41% of blacks, and 32% of whites, making Hispanics the least likely group to drop out because of pregnancy.

In Providence 6 out of 15 Hispanic respondents who had left school reported that they had left because they were pregnant or became a parent. Of female respondents all reported that they left because they were pregnant, among other reasons. Three out of twelve males reported becoming parents the year they left school.

Several respondents noted that childcare was not a major issue to them because their mothers care for the children. When asked how likely they would be to return to school if they had a babysitter or if childcare were provided at school, only 4 of 15 respondents said likely or very likely.

Drug and Alcohol Abuse

Sixty-six percent of students rated education about drugs and alcohol very important in preventing dropouts. Fewer, 44%, felt there was a need for drug treatment programs in the schools. Dropouts were bit cooler on drug abuse education (8 out of 15 ranked drug/alcohol education very important, but 2 deemed it unimportant) and slightly more enthusiastic about treatment programs for students (none thought they were unimportant and eight of 15 called them very important). Teachers also found substance abuse education important, but less so than students or dropouts; 42% of teachers called education on that subject very important and 33% ranked treatment programs very important.

Students cited the opportunity to earn good money selling drugs as an important influence, 44% of them wrote that it definitely causes dropping out among their peers. Forty-eight percent of students cited drug/alcohol abuse by students as definitely causing people to drop out. Sixty-nine percent of teachers cited drug/alcohol abuse by students as definitely causing people to drop out. Sixty-three of teachers cited the opportunity to earn good drug money selling drugs as an important causal factor.

English Proficiency

All sectors placed "the ability to speak English well" in the top six factors in importance. Oddly enough, however, we found that the dropouts we were able to interview were more fluent in English and had been in the mainland United States longer than the students we interviewed. the dropouts we interviewed (10 out of 15 of whom chose to answer in English) placed the factor at the very top of the list of factors that help Hispanic students graduate; 12 of 15 rated the ability to speak English well very important. Seventy percent of dropouts who answered in English thought English was very important and 100% of those who answered in Spanish thought so.

Seventy-one percent of students also called it very important. Of the 142 Spanish-answering students 72% rated it very important. Fifty-five percent of the 90 English answering students felt the same. Surprisingly, teachers ranked English language proficiency considerably lower on the list of 27 factors; 58% called it very important, making it 6th on the teachers' list in order of importance.

Some parents, community activists and educators felt that the lack of bilingual classrooms in both middle and high schools leaves no alternative

for students with limited English proficiency but to attend English as a Second Language (ESL) classes. Even in elementary schools, if a parent requests that a child be placed in an elementary school close to home and there is no bilingual classroom there, an ESL classroom is the only option.

Students in ESL classrooms study all the subject areas of the mainstream curriculum such as math, social studies, and science, but they study exclusively in English. The teacher is trained in special techniques for teaching speakers of languages other than English and uses some materials that are designed specifically for this purpose. Nonetheless, some parents feel that studying everything in English despite limited proficiency creates *lagunas* or gaps in academic subjects. When students join mainstream classrooms, some parents state these students are far behind their peers. Their confidence is shaken and they fall even further behind in class.

More bilingual classrooms, including bilingual gifted and talented programs, bilingual special education, more bilingual classes at the middle school level, and bilingual classes at Classical High School, were among the recommendations of this sector.

Some teachers, on the other hand, recommend just the opposite measure. They would like to see ESL expanded and bilingual programs phased out. "Get rid of bilingual education and promote English as a second language," wrote one. "Eliminate bilingual classes...," "DROP bilingual programs- put those resources into expanded and concentrated ESL programs," demanded another.

Seven out of 15 dropouts interviewed for this study had been in bilingual classrooms, 2 had been in ESL classes. Of 232 student participants, 165 were veterans or currently enrolled in bilingual classrooms. The vast majority of those young people (131) felt that bilingual education was a good idea for them, typically because they could understand the academic subjects better in Spanish. The main criticism of the 28 students who said bilingual education did not benefit Hispanic students was that bilingual classrooms made it harder for students to learn English.

Of the 161 student participants who had been in English as a Second Language (ESL) classrooms, 96 found it beneficial, primarily because they feel it helped them learn more English, faster. Most of those 42 who felt ESL was not beneficial said the drawback was that students can't understand the subjects when it is all taught in English.

Both these perspectives show that Hispanic students are concerned about academic advancement and anxious to learn English and do well in other subjects.

Students Lack of Interest in Education/Self Esteem

This aspect of the causes of dropping out among Hispanic youth in Providence emerged in the anecdotal or long answer sections of the survey and are not easy to quantify. Statements such as "They are tired of going to school," "They lose interest in school," or "They don't feel like it," were fairly common from students.

Nevertheless, 86% of students surveyed said they liked school. 85% answered "true" to the statement "teachers like me." 72% said they were good at schoolwork and 91% answered true to the statement, "I will get a better job if I graduate." This may indicate that many young people who are currently students do not have a firm idea of why 40% of their peers leave every year. Hispanic peer groups may be as separate as they are in any ethnic group, despite the bond of a common ethnicity.

Several dropouts also cited "I wanted to stay home." or "I didn't like to get up early." among their reasons for leaving school. This disinterest may have its roots in a lack of confidence among some young people that a high school diploma will make any difference in their lives. It may be the result of classes that do not challenge young people or involve them in their own education, or it could be a patina of disinterest over a deeper feeling of helplessness when faced with academic and social pressures. Nevertheless, this type of response was frequent enough to bear mention.

Some teachers also mentioned a disinterest on the part of students, but were more likely to place the onus of responsibility for scholastic enthusiasm on parents than on young people.

Students' Desire/Need for Money

When asked "In your opinion as a young person, why do some Hispanic young people leave high school before graduating?" one student responded in Spanish "Because practically the majority of the Hispanics come for a better future and they want to have it from the time they arrive in the country, but for that they have to leave their studies and work in any old thing to produce money." Many young people mentioned a desire for "money, nice clothes, and a car" as factors leading to dropping out.

The USAmericanization of young people, conspicuous consumption and the adoration of material objects, may lead them into conflict with their parents and so be tied to this factor. A sincere need for money may also be closely tied to teen pregnancy, which was cited repeatedly by all sectors as creating the need to learn money to support a family. Modern US style boy/girl relationships may lead to family conflicts that leave young people unwelcome in the homes of their more conservative parents, as one young dropout related. Real economic hardship was also cited by teachers as a factor leading young people to abandon their studies before graduation.

Financial aid was rated as very important by 79% of student respondents. A program that would guarantee a job to each graduate was also rated as very important by 66% of students surveyed. This proposal was ranted very important by 73% of the dropouts who participated in the study. Ninety-three percent of the young people who left school last year said they would be likely or very likely to return to school if they felt they could get a good job, compared to only 67% of Hispanic dropouts from the NELS:88 study.

Again, the Providence Public Schools seem to be suffering from a credibility problem; many students do not believe that a high school education will make an appreciable economic difference in their lives.

Longevity in the US/Acculturation

At first glance the language factor would seem to be an important indicator of success or failure in school for Hispanic young people. However, according to Steinberg, Blinde, and Chan, (1984) and Fernandez, and Shu (1988) Hispanic students, regardless of their ability to speak English, persist in being twice as likely to drop out of school as any other students. When matched for limitation in speaking English, income level,

family size, availability of reading material at home, and parental level of education, Hispanic students are still more likely to drop out than their peers at all levels, researchers found. This indicates that language is not a crucial variable.

Findings in Providence, while gleaned from a very limited sample, indicate a different phenomenon: they indicate that the more acculturated a person is, the more likely he or she is to drop out. While our sample of dropouts was too small to provide conclusive evidence, the group of Hispanic dropouts interviewed were more likely to be fluent English speakers than were the young Hispanic people who had stayed in school. Further, as a group these dropouts had lived in the US for a longer period than their peers who had continued their studies. This may be due to increased job opportunities or to confusion about their own cultural identify, but the interviews indicate that those students most acculturated or "USamericanized" seem to be more likely to drop out than recent immigrants who favor their first language and who, presumably, retain closer ties to their traditional cultural values.

Sixty percent of the teachers who participated in this research reported that their families had been in this country for over 50 years. Twenty three percent did not answer the question "How long ago did your family come to the United States?" This may imply that they don't know, but more likely indicates that they feel it is irrelevant in explaining their own success in becoming professionals.

Nevertheless, recent immigration and little parent education has long been thought to indicate a higher risk of dropping out. A comparison with successful professionals, themselves often the grandchildren of uneducated, sometimes non-English speaking immigrants, is interesting from a research standpoint.

The 232 Hispanic students were much more recent immigrants than teachers were; Six percent of families in the student sample came to the US less than a year ago; 37% came 1-5 years ago, 21% arrived 6-11 years ago. However, the largest group, 31% of these young people, had been in the United States over eleven years; indicating that, for most of them, their entire education took place in US schools.

Surprisingly, not only were more of the dropouts we reached to interview fluent in English than were the students, but they had also been in this country longer. Six out of the 15 were born on the US mainland. All had been in the US longer than one year. Possibly this finding reflects that

geographic or economic stability (these 15 are the only ones of 145 who still had the same phone numbers after one year) is the result of longevity. Immigration status is a probable factor in family stability and economy, but one which is virtually impossible to quantify or study in a format like this because of legal perils to respondents. However, the finding may also reflect greater job opportunities or further USAmericanization of attitudes regarding consumerism or other cultural values.

Failure in Class/Frequent Absence

All the dropouts surveyed said they would be likely or very likely to return to school if they felt they could graduate, compared to 57% of this Hispanic dropouts from the NELS:88 study. Twelve out of 15 of those dropouts surveyed in Providence were failing school when they left, many due to excessive absence. One explained his absence with a death in the family and the resulting trip to Puerto Rico, another said he had asthma and couldn't attend (but could play basketball every day), one said he went out to eat with his friends whenever there was a nice day and another simply said "I was bunking too much because I wanted to stay home." Several said they had been "kicked out" for excessive absences. The Providence Public Schools do "withdraw" students for absences, but they inform students and their parents in writing and via home visits before any such action is taken and also offer an academic program to recapture them.

Being over-age for grade is a well established cause of dropping out. A large proportion of dropouts in Providence are over-age for grade when they leave school. There is some research that indicates that even if a child does extremely poorly in school one year it is likely that he or she will catch up the previous year. Promoting students who are not up to par academically is preferable to keeping children back. Retaining students in grade is allowed, but not encouraged by the school department and is left to the teacher's discretion. A structural change to the semester system has been proposed as a possible solution to the embarrassment of being 20 years old and in the ninth grade, as was one of the dropouts we interviewed.

Some teachers also feel that attendance is a problem for Hispanic students, but, once again, they place the responsibility on the parents to assure that young people attend class regularly. "They are not highly motivated," wrote one teacher, "They take a lot of days out of school..." "Parents need to become more aware of what their children are doing

(learning) in school," one said. When asked what helps Hispanic students graduate, one teacher wrote this representative statement: "A strong family: one that disciplines and keeps track; one that teaches a child how they can be responsible for their life." When asked how schools could help Hispanic students graduate another teacher wrote "To strengthen attendance, to get parents involved."

Several parents interviewed, however, were angry at the high schools for failing to inform them that their children were not reporting to school. Several compared high schools unfavorably with Providence's elementary schools, which, they reported, always call the home if a child fails to attend even one day.

This conflict over who is responsible for a child's education crops up again and again; parents feel the school is not doing its job yet is rejecting parents' participation, while teachers strenuously call on parents to take more responsibility for their children's education. Some form of liaison, perhaps in the form of an increased and more diverse guidance staff, may offer one solution to this conflict.

Need For Parents' Involvement in Their Children's Education/Parents' Education

In one area of agreement between students and teachers both testified that parental support is absolutely essential to student success. Forty-three percent of students proclaimed that the adult who had most influenced their decision to stay in school was their mother and/or their father. Other influential adults included aunts, brothers, and sisters.

Teachers were mentioned in this section, but students appear to rely most heavily upon their families for inspiration and support in education. "In my case the truth is that I think the education your parents give you is very important," wrote one student, "because if parents don't worry about their children, well then, they won't do well in school."

When asked why they stayed in school many students stated that they wanted to "be somebody" or "make something" of their lives, indicating that they see their motivation as internal and are planning for their future.

Fifty-seven percent of the participating students' mothers had less than a high school education. Thirty four percent of their mothers had a high

school education or more. Correlating mother's educational level with the grades students reported they usually receive, we found that 40% of those whose mothers were not high school graduates reported receiving "A"s and "B"s. Sixty percent of the children of college educated mothers report that they usually get "A"s and "B"s.

Similarly, yet astonishingly, 55% of those whose mothers have only an elementary school education also report usually receiving "A"s and "B"s. Of children who reported that their mothers had a "middle school" to "some college" education, 41%-29% indicated they usually receive high grades.

Parents are of paramount importance in the estimation of teachers. In answering the open-ended question "What helps Hispanic students stay in school?" teachers wrote in overwhelming numbers that parents and family play a vital role in students' success. Many credit their own parents with keeping them in school as youngsters and favor more involvement in education by today's parents.

Responding to "Why did you decide to stay in school instead of dropping out?" more than a quarter of the 52 teacher respondents declared that the thought of leaving school had never even occurred to them, but 34% named their parents as the reason. "My parents would have killed me!" two separate teachers responded. "It was made clear in my family that education was very important. Dropping out was not an option." said another. "Because I was told that value of education," recalled one teacher, "and because my parents kicked my ass when I wasn't doing well in school, not the teacher." "My mama informed me that I was going or else..." was another memorable comment.

The teachers largely come from educated families; seventy-seven percent of their mothers and 58% of their fathers had graduated from high school or gone to college. Thirty-one percent of their fathers had graduated from college and 27% of their mothers were college graduates.

Parents and community activists feel that some teachers and school officials do not necessarily want parents in the school. In the focus group we help with the Hispanic Pro-education Committee of Rhode Island, community activists and educators suggested that parents could take on roles within the school such as lunchroom duty, teaching a skill to the students, or in other ways entering the classroom. They stressed that parents want to participate in this type of active classroom involvement and will if they are allowed and encouraged. The focus group felt that

teachers and administrators discouraged parents, particularly Hispanic parents, from entering the life of the school. In a few cases they said administrators had denied parents access to schools.

Perhaps the point of divergence between parents and school staff and faculty on this issue lies in making a distinction between education and school. While many teachers favor parent involvement in education, they do not necessarily mean they feel parents should enter the classroom.

Most teachers view education as a continuous process and envision parents as educators in the home, after school is out. Some parents may view education as contained primarily in the classroom during certain hours. Many teachers want parents to reinforce the lessons they give in the classroom and to teach their children to value education. They want parents to discipline their children and to make sure they take advantage of the education being offered to them. "Social and moral values should be instilled at home and in doing so place strong emphasis on achieving a good education for one's own betterment," read a response from one teacher.
Some teachers suggested that many parents readily accept a young person's decision to take a job or have a baby before graduation. Many teachers felt that, unlike their own mothers and fathers, Hispanic parents do not push their children to complete high school. "Parents have to be convinced that they have a stake in their children's future by increasing their awareness of the importance of education," wrote one teacher.

Many teachers suggest that schools offer parents ways to learn English so they can communicate with their children's instructors. Several suggested that teachers could also benefit from additional training such as Spanish class. "If you offer it, I will take it," one teacher declared. "...Offer classes or lectures to teachers," said another, "to help them understand and be more culturally sensitive to the needs of Hispanics." Perhaps this will form a basis for discussion and interchange between these two groups which are so important in the lives of young people.

Need for Cultural Sensitivity

When asked "Do you think Hispanic students are unique or different in any way from other students?" 52% of students said "No"; 22% said "Yes"; 26% didn't answer the question.

Of the 22% who answered yes, several loose categories of answers emerged. The first group, when asked "If [Hispanic students are unique or different in any way from other students] how are they different?" naturally replied, "We're better!" which certainly speaks to the self esteem issue. Others wrote statements like "...their culture and all is different" which, although true, is not specific enough to be programmatically useful to researchers and educators who are searching for an understanding of the subtleties of cultural differences. "They have an advantage knowing two languages." is a sample from the few who held language abilities to be their main difference from other groups. Several student respondents resisted being categorized despite their conviction that they are a unique group: "Some are calm, others study, to others nothing matters, some are disciplined, others are not disciplined." wrote one articulate young participant.

There are three groups of answers which are more revealing. The first is "More Sentimental." This group includes the haunting statement "We are more delicate in many ways and need extra help." Another sector can be grouped under the quality "Prouder"; it includes "Hispanics deep inside are a little proud" and "I think we like to do things as we think they are and don't like anybody pushing us around." The third is "Trying to become Americanized," the category which includes such student comments as "They come from another country. They want to show they could do the same or better work (job) than Americans," and "Because they don't know the language well and they don't know the laws of the country and the duties they are supposed to perform."

a. Discrimination *between* cultures v. Discrimination *against* a culture

Which of the following teacher comments shows cultural prejudice?

"Send them back to their own countries if they don't want to be responsible citizens. ...This is America- speak English or go home."

"...Adolescence is adolescence no matter what culture- variations of Hispanic culture only provide different spins... ."

While most people would clearly identify an attitude of discrimination against non-English speakers in the first statement, some would also contend that the second speaker displays cultural prejudice in that she fails to discriminate between cultures.

Many would say both are offensive in their cultural insensitivity. The first statement, from the proud son of an Italian immigrant, is clearly hostile, but the second presents a more subtle consideration for discussion of racism in the schools. In the late 1950 and early 60s the American movement against racial discrimination taught that it was wrong to discriminate against people on the basis of race, creed, color, or national origin. To that philosophy the author of the second quotation subscribes. This teacher follows Dr. Martin Luther King's precept that we are all equal, but she goes even further and proclaims that we are all the same. Like many others, this teacher seems to feel it is wrong to draw any distinction between, that is discriminate between, children of different cultures. She succeeds in resisting discrimination against certain children, but she fails to discriminate between children of different cultures. Like many Americans, some teachers view culture as a superficial coating that distinguishes societies from each other the same way different colors of paint may distinguish houses that are all the same inside.

As egalitarian as this point of view is meant to be, whoever holds it is doomed to disappointment when actually faced with another culture. It is then that one can realize just how deeply one's culture runs, and how essentially different people of other cultures may be. Yes, different. We are not all the same, not on the surface and not underneath. We are all different, but equal: not to be discriminated against, but yes, to be discriminated between. Adolescence is not adolescence in all cultures.

b. School as Cultural Indoctrination

Once we recognize this we must ask ourselves what the mission of the school is regarding children of other cultures. Many teachers mention that students need an education to survive and be successful in this country. The majority of students who participated concur that they stay in school because they want to "be somebody" or "make something" of their lives. What is a teacher to do when the recipe for success conflicts with a cultural value of the student's family?

Teen pregnancy is one example that illustrates the dilemma. Looking through the middle class eyes of North American mainstream culture, we are distressed to see so many young women getting pregnant before they are even 20 years old, being irresponsible and selfish, abandoning their studies. Looking through other eyes, however, we might be overjoyed to see a young mother safe in her family's home selflessly tending to her baby and learning responsibility instead of selfishly staying in school and learning to abandon her family.

Another example of the dilemma teachers face when dealing with other cultures is the historical one of missionaries who went west to minister to Native Americans. They found Native American traditions pathetic and sinful. In what they thought was charity they taught Indigenous Americans not only to wear European style clothing and to believe in the Christian religion, but to speak English, and to read. These were skills, they reasoned, that the Indians would need to survive and be successful. They were correct in thinking that English and literacy were useful, but in teaching children these skills, well-meaning missionaries permanently altered the structure of Native American societies. Much of Native American cultures was lost forever as children went to mission schools and failed to learn the old languages, religions, and skills.

In retrospect we regret this and may view the missionaries as shortsighted puritans, imperialistic and cruel. Yet they would certainly defend themselves, as teachers and school administrators do today by saying the students needed these skills to survive and be successful, and that Native American parents did not value education.

When we teach our own beliefs to students, including the belief that teen pregnancy is a tragedy, that learning English is an advantage, and that reading is a boon to a student and a culture, we must realize that we, as teachers, administrators, and researchers, are not objective; we are representing and teaching the values of our own culture.

c. The Role of School

So what is the role of the school? Is it to encourage students to adopt USAmerican culture, to teach about American culture and leave the option open as to whether they will adopt it or not? Is it to provide role models and to teach values, or to teach skills only and leave values and cultures out of it? Is the role of schools to actively help people become successful or to offer them the option if they choose it?

If we accept that the role of school is to teach the skills and values that will enable students to survive and find success in the United States, then we should abandon the idea of a multicultural education. The skills and values we should teach children if this is our goal are not diverse, but narrowly circumscribed: we must teach them to be as close to white, middle class North American Christians as possible. This will substantially increase their chances for survival and success.

To many Americans, although probably not to most, this would make us little better than the missionaries of the 19th Century, whose cultural imperialism in the form of education helped to diminish and twist the Native American cultures. Yet if we truly respect everyone's culture then we cannot require them to speak as we think they should, to behave as we would have them behave, or indeed to read and write at all since literacy is not part of many cultures. As a nation we require that everyone within our borders obey our laws, which are in themselves an imposition on the behavior of many cultures, but should we require all residents to obey our moral laws or values?

We set up certain standards as a nation and we hold them to be self evident, although of course, they are not unless you are from that culture. Reading and writing, refraining from early pregnancy, speaking English, becoming financially independent: these are all behaviors valued in one culture which may not be shared by other cultures. Similarly, there will be values in other cultures which are antithetical to the U.S. mainstream culture; arranged marriage, ritual tattooing, discrimination against females, and many other cultural values seem repugnant to most USAmericans.

Perhaps schools should declare themselves tools of acculturation and simply admit that we have a culture and we're going to teach it. Many teachers would approve of this. The only change the nation would have to institute if we did so would be to rescind the law that requires parents to send their children to school. We could not, as a democracy, require that children be turned over to schools of cultural indoctrination. While rescinding that law would be extremely culturally sensitive, it would probably double the dropout rate.

d. Cultural Sensitivity and School

Obvious and pressing to parents and community leaders, the issue of cultural insensitivity in the schools is considerably less important to young people and teachers according to the results of this research.

Teachers clearly prefer not to categorize and some believe that all kids are the same. The great majority of teachers who answered our extensive questionnaire displayed sincere concern for their Hispanic students as individuals and were reluctant to generalize about Hispanics as a group. When asked to state reasons Hispanic students leave school early several teachers wrote that they leave for the same reasons others leave. Detailed and complex answers to survey questions showed that teachers have thought long and hard about how best to serve the needs of a diverse population without trampling on any group's cultural values. Ninety-eight percent of teachers ranked multiculturalism as important or very important.

The majority of Hispanic students (52%) feel that they are not unique or different in any way from other students. Seven out of fifteen dropouts also felt that they were not different in any way. Of the students and dropouts who responded that they are different, language abilities, difficulty adjusting to a new country, "cultural differences" and prejudice against Hispanics were mentioned.

Ninety-three percent of Providence dropouts reported that they would be very likely or somewhat likely to return to school if teachers treated them fairly. Fifty-three percent of students felt it was very important to have teachers who understood their background, but only 40% felt that it was equally important to have teachers who are Hispanic. "Books that deal with my culture" and "Courses that deal with my culture" were rated very important by only 26% and 24% of students respectively.

Spanish-speaking counselors and principals were rated as substantially more important (50% and 71% of Hispanic students called hiring Spanish-speaking counselors and principals very important respectively) than Spanish-speaking teachers (33%). Of the questions relating to school personnel, "Teachers who care about the students" exceeded most cultural factors with 63% of students rating it very important and "Teachers who know their subject well" following with 60%.

Teacher responses followed the same trend. Forty-eight percent of teachers thought it was very important that teachers understand their

students' background, but "Teachers who are Hispanic" and "Teachers who are the same race as their students" ranked among the last priorities in teachers' responses. Similar to their students, teachers ranked Spanish-speaking counselors and principals as more important than Spanish-speaking teachers to lowering the dropout rate. courses ranked low in importance for teachers. The least important factor for teachers was "teaching subjects in Spanish" (65% called it unimportant) and the highest priority for teachers was "Teachers who care about the students" (78%).

Students' Need for Encouragement and Support from Parents and Teachers

In general, when asked what they felt Hispanic students needed to graduate, students responded that they need to study a lot and work hard, pay attention to the teacher and do the assignments. They reported that the reason they stayed in school instead of dropping out was their own ambition "to be somebody in life." Despite this willingness to take responsibility for their own successes or failures, students proclaimed repeatedly that the key to success in school was encouragement from teachers and parents, the issue of emotional support or *un empuje*, a push, emerged clearly as a critical factor in students' academic careers.

Summary - Need for Improved Communication

Teachers and students seem to enjoy a mutual respect and get along with each other well in general. Parents and their children seem to enjoy a positive interchange on educational and other activities and students feel their parents encourage them in their schoolwork. While Hispanic students seem to get along well with both their parents and their teachers, there is friction between schools and parents; teachers blame parents for not disciplining or encouraging young people academically, and parents blame teachers for shutting them out and being insensitive to cultural differences.

Communication between teachers and parents was cited as essential to student success by all four sectors: teachers, parents, students, and community activists. However, teachers and parents are not communicating effectively. The lack of dialogue between parents and schools, while not unique to the Hispanic community, may be exacerbated by language and cultural barriers and differing views of the roles of school and parents may inhibit communication.

Many participants expressed a willingness to work together. Some of the suggestions which surfaced in this survey include trading knowledge of cultures, exploring the role of parents in education and of school personnel in the family, and clarifying the goals of education regarding culture, particularly language. The issue of bilingual education is a central one that could serve as a focal point for a series of dialogues as could the more traditional yet still pressing problems of economic need, drug abuse, and teen pregnancy.

Both groups seem generally amenable to a dialogue, although there are strong feelings and some history to be overcome on both sides. The fact that some teachers, parents, and community members display a willingness to learn more about each other is encouraging and should be pursued.

Responses from students highlight the importance of providing moral support and encouragement to help these enthusiastic, optimistic young people realize their ambition to graduate from high school. The findings of Fernandez showing that Hispanic students are positive and optimistic about school, and that Hispanic parents do care about their children's education are reflected in Providence. Providence can break the downward spiral of educational attainment that Bean has documented in Mexican-Americans in the West by working together to help these young people "be somebody" in Providence.

Chapter 4- Current Resources for Hispanic Youth

Many excellent programs for youth are available in Providence. Hispanic youths participate actively in most programs offered by schools, federal agencies, community centers, university partnerships, religious institutions, and private charitable groups. The following is a listing of the programs in Rhode Island's capital city which specifically target the Hispanic community:

Education/Job Training

Hispanic Pro-Education Committee (Comité Hispano Pro-Educación)- Hispanic teachers, parents, students and community activists who organize and provide peer counseling for youth, substance abuse prevention and self esteem-building, and a teacher/mentor program. In addition they offer programs in Dominican dance through the **Quisqueya en Acción** cultural group, intergenerational recreational activities, activities to promote parent involvement, student awards to stimulate excellence in academics for all grades, and advocacy for Hispanic parents and students within the school department.

Latino Dollars for Scholars of RI (LADO)- This program will offer small, four-year scholarships/expenses grants to Providence students to help them pay for higher education. The project receives matching funds from The League of United Latin American Citizens (LULAC) and the Jessie B. Cox Charitable Trust.

Hope Grant Activities- Progreso Latino/ SER-Jobs for Progress/ Hispanic Pro-Education Committee - These three prominent community organizations form a coalition which serves Hispanic students in 7th and 8th grade English-as-a-Second-Language classes at Roger Williams Junior High School. Substance abuse education and prevention and dropout prevention are the primary goals. The Coalition provides a full time bilingual on-site Student Relations Specialist to counsel Hispanic students and pays several teachers to run regular tutoring sessions twice a week after school in the school library. The bilingual staff also contacts parents and offers activities, including weekend workshops on parenting skills, designed to demystify the school and encourage parents to be more involved in their children's education. The grant also provides recreational activities for young people after school.

Educational Talent Search - This program provides 3 full time and two part-time itinerant counselors for several hundred Hispanic students at Roger Williams Middle School, Samuel Bridgeham Middle School, Central High School, Mt. Pleasant High School, and Hope High School. Funded by the US Department of Education, the project targets 6th-12th graders from low income families who would be the first generation in their families to go to college. They provide counseling once a week, academic advice, study skills training, tutoring, PSAT/SAT assistance, college tours, and college admission and financial aid workshops. This project also runs a two-week summer academic program for youth.

Access to Opportunity, Community College of Rhode Island- Access to Opportunity offers bilingual counseling, academic advising, and support services to minority youth.

Social Services

International Institute of RI, Hispanic Case Management Program- A case-management program which offers regular bilingual group counseling/family counseling and referrals, medical and academic assessment, nutrition, health and substance abuse education, to some 30 Hispanic students and their families.

Health

Hispanic AIDS Education Project- This group will hire young people, some of them dropouts themselves, to seek out youths who are seldom reached by other programs. Educators will work in the city parks, streets, and other hangouts to educate their peers about how to avoid HIV infection.

RI Project/Aids- The Project offers a support group in Spanish for people who have tested positive for the HIV virus. They also offer printed information on HIV/AIDS in Spanish and the quarterly newsletter, *Quipú*.

Recreation

Girl Scouts of Rhode Island- While the Girl Scouts do not have programs for Hispanic girls only, they do have bilingual staff and provide bilingual training for troop leaders. They provide materials in Spanish for leaders and are in the process of translating materials for girls into Spanish.

Chapter 5 - Recommendations from The Advisory Committee

Provide Economic Opportunities for Young People:

1. Develop new and expand existing work/study opportunities for Hispanic students, such as JTPA (Job Training Partnership Act) and the Chamber of Commerce's School-to-Work Programs. Programs should provide after-school and summer jobs in community service and business primarily, but also offer academic subjects and mentoring. Government grants to businesses could be tied to hiring students.

Institute System-Wide Changes in the Schools:

2. Institutionalize the programs and pilot projects that are working in the schools now; make them system-wide. Successful programs such as the Guaranteed Admissions Program (GAP), Time 2, Upward Bound, Educational Talent Search, Project Discovery, English saturation classes, the DELTA literacy program, reading programs with bilingual specialists, Family-School Support Teams, Parents as Teachers, and Family Literacy Centers should exist in each school.

3. Strengthen counseling in the schools on all levels and provide bilingual staff. Increase high school guidance counselor's ability to find financial aid for students. Utilize college admissions officers, Educational Opportunity Center staff, parents, and community volunteers to support school guidance counselors.

4. Expand bilingual classrooms to accommodate all children who need access to bilingual education. The International Baccalaureate program could also offer an opportunity for gifted bilingual as well as mainstream students. Expand classes in Latin American and Caribbean history, literature and composition in Spanish for Spanish speakers.

5. Improve the physical distribution of bilingual classrooms. Desegregate bilingual classrooms within the school buildings by refraining from grouping all bilingual rooms together, and by refraining from locating them in basements, in modular classrooms in back lots, and in similarly isolated, undesirable locations.

Strengthen School Communication with Parents and the Community:

6. Improve school-parent communication by providing bilingual/bicultural staff: a full time community liaison for each school, Family Center staff, and bilingual/bicultural guidance counselors and support staff. Utilize Hispanic teachers who have moved to Providence from other countries.

7. Translate all materials for parents into Spanish.

8. Improve outreach to publicize the programs and alternatives that already exist within the school system. Conduct timely, bilingual follow-up interviews with young people who drop out; help them find alternative programs.

Help Students Help Each Other:

9. Institute an after school peer tutoring program for wages and/or school credit in community centers. Older Hispanic students would tutor younger ones after school and improve their own self-esteem and academic skills through teaching others.

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5. Jim Karin	Department of Education
6. Jenny Rosario	Teacher, and Chair of the Hispanic Pro-Education Committee
7. Frank Spaziano	Providence School Department
8. Cynthia Spruil	GAP Program Coordinator, Central High School
9. Don Taft	Department of Education

The Providence Dropout Prevention Collaborative is a coalition of Providence parents, teachers, community-based organizations, public schools, businesses, civic associations, post-secondary educational institutions, public health agencies, and city and state government working to reduce the dropout rate in the Providence public schools.

For more information call or write to:

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APPENDIX

1. A Matrix of Local Indicators of Hispanic Youth At Risk
2. Questionnaires
3. Selected Responses from Students
4. Selected Responses from Dropouts
5. Selected Responses from Teachers

1. A Matrix of Local Indicators of Hispanic Youth At Risk

LOCALLY BASED INDICATORS OF HISPANIC YOUTH AT RISK OF DROPPING OUT	Create Academic Support Programs	Create New and Support Existing Alternative Education Programs	Strengthen Personal Counseling/ Education and Prevention Programs	School-linked Economic Opportunities	Forge Stronger School /Community Links
Poor Grades	✔	✔			✔
Confusion about Classwork	✔	✔			
Truancy		✔			✔
Over-age for Grade	✔	✔			
Lack of Encouragement from Teachers	✔	✔			✔
Conflict with School Authorities		✔	✔		
Lack of Counseling in School		✔	✔		
Poor School-Student Communication	✔				✔
Poor School-Parent Communication	✔				✔
Lack of Encouragement from Parents					✔
Conflict with Family				✔	
Americanization					✔
Fluent English Proficency					
Desire for Material Wealth				✔	
Economic Need		✔		✔	
Lack of Interest in School	✔	✔		✔	
Doubt that School will Help Find a Job	✔	✔			
Strong Friendships with Peers			✔		
Desire to Break with Family			✔		
Desire to Start Own Family			✔		
Teen Pregnancy/Marriage			✔		
Drug and Alcohol Abuse			✔		
Selling Drugs			✔	✔	

2. Questionnaires in English and Spanish

a) For Young People Who Have Left School
b) For Students
c) For Educators

Questionnaire for Young People Who Have Left School
(Conducted by telephone)

1. ı Male ı Female

2. What was the last public school you attended? Please make a checkmark in the correct box.

ı Central
ı Mount Pleasant
- Classical
ı Hope
ı ALP
- Other School _____

2. What is your main source of income now? [This question was ultimately eliminated from the survey]

3. Where did your family come from?

- The Dominican Rebublic
- Puerto Rico
- Guatemala
- Colombia
- Other: _____

4. How long ago did you come to this country? _____

5. Why did you leave school before graduating last year? Please check the reasons that applied to you when you left school.

- I did not like school
- Could not get along with teachers
- Could not get along with students
- Was suspnded too often
- Did not feel safe at school
- Was expelled
- Felt I didn't belong
- Could not keep up with school work
- Was failing school
- Changed school and did not like new school
- Could not work and go to school at the same time
- had to get a job

- Found a job
- Was pregnant
- Became a parent
- Had to care for a family member
- Wanted to travel
- Friends dropped out
- *Had a drug or alcohol problem* [This Factor Ultimately Removed]
- School in this country is too different from school in my country
- High school was too different from middle school
- Didn't speak enough English
- Parents wanted me to leave school
- School officials advised me to leave
- *Bad influences in school* [Removed]
- Moved away from parents
- Was ill
- Other _____

6. Would you be likely to return to school under the following conditions? Check the box that describes how you feel.

	Very Likely	Somewhat Likely	Not Likely
a. If I felt I could get a good job after graduation	-	-	-
b. if I felt I could graduate	-	-	-
c. If I could take more job-related courses	-	-	-
d. If I could get tutoring help to do better	-	-	-
e. If I could get a diploma in less time	-	-	-
f. If there were no gangs in school	-	-	-
g. If I felt safer at school	-	-	-
h. If I felt I belonged at school	-	-	-
i. If classes were more interesting	-	-	-
j. If teachers treated me fairly	-	-	-
k. If I could participate in sports and other activities	-	-	-
l. If I had a baby sitter	-	-	-
m. If child care were available at school	-	-	-

7. Check the statements that are true.

- I plan to return to high school and graduate
- I plan to get a GED*
- I already have a GED
- I am in a job training program now
- I am in a educational program now
- I do not plan to retuirn to school or get a GED

*GED = General Education Diploma

What educational or job training plan are you in now? _____

8. Do you think Hispanic Students are different in any way from other students?
   - Yes - No
   If so, how are they different?

9. In your opinion, why do some Hispanic students leave school before graduating?

10. What would help Hispanic students graduate?

11. What do you dream of becoming?

12. If you were ever in a **bilingual** class please indicate the grades when you were in a bilingual classroom.

- 1st - 2nd - 3rd - 4th - 5th - 6th
- 7th - 8th - 9th - 10th - 11th - 12th

13. If you were ever in an **English as a Second Language (ESL)** class please indicate the grades when you were in a bilingual classroom.

- 1st - 2nd - 3rd - 4th - 5th - 6th
- 7th - 8th - 9th - 10th - 11th - 12th

14. How important are the following things in helping Hispanic students stay in school? Please circle your answer.

a. Ability to speak English well:
Very important Important Not important

b. Education about drugs and alcohol:
Very important Important Not important

c. Drug/alcohol treatment programs for students:
Very important Important Not important

d. Sex education for students:
Very important Important Not important

e. Programs to prevent teen pregnancy:
Very important Important Not important

f. A program which would guarantee a job for each graduate as a motivation:
Very important Important Not important

g. A program that provides financial aid to high school students:
Very important Important Not important

h. Help from the teacher on classwork:
Very important Important Not important

i. Having your mother and father both living at home:
Very important Important Not important

j. Teachers who know their subject well:
Very important Important Not important

k. Teachers who care about the students:
Very important Important Not important

l. Teachers who understand my background:
Very important Important Not important

m. Teachers who are Hispanic:
Very important Important Not important

n. Courses that deal with my culture:
Very important Important Not important

o. Teachers who speak Spanish:
Very important Important Not important

p. Counselors who speak Spanish:
Very important Important Not important

q. Teaching subjects like History, Math, and Social Studies in Spanish:
Very important Important Not important

r. Parents who value education
Very important Important Not important

s. Fighting racial prejudice in the school
Very important Important Not important

t. More discipline in school
Very important Important Not important

u. More parent involvement
Very important Important Not important

Thank you for participating. Your voice counts!

Investigación sobre el abandóno escolar entre los jovenes hispanos de Providence

❑Masculino ❑Feminina

1. ❑Cuál es la ultima escuela pública a que Ud. asistió? Por favor haga una marca [✓] frente a su respuesta.

❑Central
❑Classical
❑Mount Pleasant
❑Hope
❑ALP
❑Otra escuela: _____

2. ¿Cuál es la fuente principal de sus ingresos ahora? Haga una marca [✓] frente a su respuesta.

❑ Mi trabajo (En que trabaja Ud.? _____)
❑ Mis padres
❑ El trabajo de mi esposo(a)
❑ AFDC
❑ Otro: _____

3. Mi familia vino de:

❑ La Repúblic Dominicana
❑ Puerto Rico
❑ Guatemala
❑ Colombia
❑ Otro País: _____

4. ¿Hace cuánto tiempo llegó Ud. a los Estados Unidos? _____

5. ¿Por qué Ud. dejó de estudiar antes de graduarse? Por favor haga una marca [✓] que correspondan a sus experiencias. Se puede marcar cuantas respuestas quiere.

a. ❑ No me gustó la escuela
b. ❑ No podia llevarme bien con los maestros
c. ❑ No podia llevarme bien con los otros estudiantes
d. ❑ Me suspendieron demasiado
e. ❑ No me sentia fisicamente seguro(a) en la escuela
f. ❑ Me expulsaron
g. ❑ Me sentí fuera de onda
h. ❑ No pude ponerme al dia con las tareas
i. ❑ Me aplasaron
j. ❑ Cambié de escuela y no me gustó la escuela nueva
k. ❑ No pude trabajar y asisitir a la escuela a la vez
l. ❑ Tuve que buscar trabajo
m. ❑ Me ofrecieron un trabajo
n. ❑ Salí embarazada
o. ❑ Me hice padre de familia
p. ❑ Tuve que cuidarle a un pariente
q. ❑ Quieria viajar
r. ❑ Mis amigos salieron de la escuela
s. ❑ Tuve un problema con las drogas y el alcohol
t. ❑ Las escuelas en esta país son demasiado diferentes que las escuelas en mi país
u. ❑ Las escuela secundaria (*high school*) es demasiado diferente que la escuela *middle*
v. ❑ No hablaba bien el inglés
w. ❑ Mis padres necesitaron que yo trabajara
x. ❑ Mis padres querian que yo saliera de la escuela
y. ❑ Los oficiales de la escuela me aconsejaron salir de la escuela

z. ❑ Me mudé de la casa de mis padres
aa. ❑ Me enfermé
bb. ❑ Otra razon: _____

6. ¿Qué probabilidad habria que Ud. regresara a la escuela bajo las siguientes condiciones? Por favor haga una marca [✓] frente a la respuesta que indique sus pensamientos.

a. Yo regresaría a la escuela si me sintiera seguro(a) que podria conseguir un trabajo despues de graduarme.
❑ Muy probable ❑ Probable ❑ No probable

b. Yo regresaria a la escuela si creyera que podria graduarme
❑ Muy probable ❑ Probable ❑ No probable

c. Si pudiera asistir a mas cursos que tuvieron que ver con mi trabajo
❑ Muy probable ❑ Probable ❑ No probable

d. Si creyera que pudiera conseguir un tutor que me ayudara a salir bien en las clases
❑ Muy probable ❑ Probable ❑ No probable

e. Si pudiera conseguir un diploma mas rápidamente
❑ Muy probable ❑ Probable ❑ No probable

f. Si no hubieran pandillas juveniles en la escuela
❑ Muy probable ❑ Probable ❑ No probable

g. Si me sintiera mas seguro(a) fisicamente en la escuela
❑ Muy probable ❑ Probable ❑ No probable

h. Si me sintiera mas en mi onda en la escuela
❑ Muy probable ❑ Probable ❑ No probable

i. Si las clases fueran mas interesantes
❑ Muy probable ❑ Probable ❑ No probable

j. Si los maestros me trataran imparcialmente

❑ Muy probable ❑ Probable ❑ No probable

k. Si pudiera participar en los deportes y otras actividades

❑ Muy probable ❑ Probable ❑ No probable

l. Si hubiera alguien que me cuidara a mi hijo

❑ Muy probable ❑ Probable ❑ No probable

m. Si hubiera una guarderia infantile en la escuela

❑ Muy probable ❑ Probable ❑ No probable

7. Haga una marca [✓] frente a las oraciones que apliquen a su caso.

❑ Pienso volver a la secundaria y graduarme
❑ Pienso sacar un GED*
❑ Ya he sacado un GED
❑ Estoy integrado(a) en un programa de entranamiento para un trabajo
❑ Estoy integrado(a) a un programa educacional
❑ No pienso ni regresar a la escuela ni sacar un GED
❑ ¿En qué programa esta Ud. integrado(a)? _____

GED= General Education Diploma

8. ¿Crée Ud. que los alumnos hispanos son diferentes de los demas alumnos de alguna manera?

❑ Sí ❑ No

Si Ud. crée que sí, por favor explique de que manera son diferentes.

9. En su opinión, por qué abandonan sus estudios algunos jovenes hispanos de Providence antes de graduarse?

10. ¿Qué cosas hacen posible que los alumnos hispanos de Providence se gradúen?

11. ¿ Qué desieria Ud. llegar a ser? _____

12. Si Ud. estudió en un salón bilingüe, por favor indeique los grados en que estudió en un aula bilingüe.

❑ 1r grado ❑ 2do ❑ 3r ❑ 4to ❑ 5to ❑ 6to
❑ 7mo ❑ 8vo ❑ 9no ❑ 10mo ❑ 11vo ❑ 12vo

13. Si Ud. estudió en un salón ESL (English as a Second Language), por favor indeique los grados en que estudió en un aula ESL.

❑ 1r grado ❑ 2do ❑ 3r ❑ 4to ❑ 5to ❑ 6to
❑ 7mo ❑ 8vo ❑ 9no ❑ 10mo ❑ 11vo ❑ 12vo

14. A continuación aparecen varios factores que pueden influir en el éxito escolar. ¿Qué tan de importantes son estos factores en ayudarles a los jóvenes hispanos a quedarse en la escuela? Haga una marca frente a su respuesta.

a. el dominio del inglés:
❑ Importantísimo ❑ Importante ❑ Sin importancia

b. la educación sobre las drogas y el alcohol
❑ Importantísimo ❑ Importante ❑ Sin importancia

c. Prográmas de tratamiento para las drogas y el alcohol
❑ Importantísimo ❑ Importante ❑ Sin importancia

d. educacieon sexual para los estudiantes
❑ Importantísimo ❑ Importante ❑ Sin importancia

d. educación sexual para los estudiantes

❑ Importantísimo ❑ Importante ❑ Sin importancia

e. prográmas de prevención del embarazo para los estudiantes

❑ Importantísimo ❑ Importante ❑ Sin importancia

f. un programa que garantizaria un trabajo a cada graduado a modo de motivación para ellos

❑ Importantísimo ❑ Importante ❑ Sin importancia

g. un programa que les daría ayuda economica (una beca) a alumnos de secundaria (*high school*)

❑ Importantísimo ❑ Importante ❑ Sin importancia

h. la ayuda del maestro con las tareas durante la clase

❑ Importantísimo ❑ Importante ❑ Sin importancia

i. que los padres vivan juntos y con el joven

❑ Importantísimo ❑ Importante ❑ Sin importancia

j. maestros que dominen su materia

❑ Importantísimo ❑ Importante ❑ Sin importancia

k. maestros a que los alumnos les importen como personas

❑ Importantísimo ❑ Importante ❑ Sin importancia

l. maestros que entiendan mi cultura

❑ Importantísimo ❑ Importante ❑ Sin importancia

m. maestros hispanos

❑ Importantísimo ❑ Importante ❑ Sin importancia

n. cursos que tengan que ver con mi cultura

❑ Importantísimo ❑ Importante ❑ Sin importancia

o. maestros que hablen español

❑ Importantísimo ❑ Importante ❑ Sin importancia

p. consejeros que hablen español

❑ Importantísimo ❑ Importante ❑ Sin importancia

q. ofrecer clases como la historia, la matematica, y los estudios sociales en español

❑ Importantísimo ❑ Importante ❑ Sin importancia

r. tener padres a que les importa la educación

❑ Importantísimo ❑ Importante ❑ Sin importancia

s. luchar contra el prejuicio racial en las escuelas

❑ Importantísimo ❑ Importante ❑ Sin importancia

t. imponer mas disciplina en las escuelas

❑ Importantísimo ❑ Importante ❑ Sin importancia

u. mas involucramiento de los padres

❑ Importantísimo ❑ Importante ❑ Sin importancia

Gracias por su participación. Su voz cuenta!

PROVIDENCE PUBLIC SCHOOLS/
UNIVERSITY OF RHODE ISLAND/
PROVIDENCE DROPOUT PREVENTION COLLABORATIVE

HISPANIC DROPOUT STUDY

STUDENT QUESTIONNAIRE

THIS QUESTIONNAIRE IS COMPLETELY CONFIDENTIAL
YOUR NAME WILL NOT BE USED IN ANY PUBLICATION.

WHO WE ARE AND WHAT WE'RE DOING

Thank you for participating in the Providence Public Schools/Univerity of Rhode Island study of the locally based needs of Hispanic students. The Federal Government has awarded funds to URI and the Providence Public Schools to design programs that will help our Hispanic young people stay in school and graduate. Before any new programs were created, of course, activists and educators from the Hispanic community had to be consulted. After several meetings, we decided together to find out the *reasons* our young people are leaving school in such alarming numbers. That's what this is all about.

Dominicans, Puerto Ricans, Colombian, Guatemalans, Hispanic students from other countries, and Hispanic students who were born right here, all have unique qualities and diverse backgrounds. How can we lump Chicanos or Mexican-Americans who have lived in the United States since its founding with, for example, a recently arrived Quiché speaker from Guatemala? Some Hispanics are white, some define themselves as black, some are Indian and others are Asian. Rich and poor, Protestant and Catholic, newly arrived or original inhabitants of this part of the continent: Hispanics are a diverse group.

This study tries to recognize that diversity and to avoid assumptions about how Hispanic students and their families think or live. The responses you and others give to the following questions will help the school department in its effort to learn why Providence's Hispanic young people stay in school or leave school early. We will use what we learn to help these students stay in school. Your responses are completely confidential. Your name will not be used in any publication.

Thank you for sharing your knowledge and experiences with us. By working together we can give all our young people a good education.

PERSONAL DATA FOR ALL PARTICIPANTS

Age: ___
Gender: __Male __Female
School:_____

I am a
__Student
__Former student
__Parent of a high school student
__Parent of a young person who recently left school without graduating
__Teacher
__School administrator
__Community member
__Other:_____

Race: I am __black __white __Asian __Indian __ Hispanic
Other:_____

My family came from:_____

How long ago did your family come to the United States?_____

Highest grade of school you completed:_____

Circle the highest grade your parents completed:

Mother's education - a) Elementary
b) Middle
c) Some high school
d) Graduated high school
e) Some college
f) Graduated from college

Father's education- a) Elementary
b)Middle
c)Some high school
d)Graduated high school
e) Some college
f)Graduated from college

h. A program that provides financial aid to high school students:
Very important Important Not important

i. Help from the teacher on classwork:
Very important Important Not important

j. Help from the teacher on personal problems:
Very important Important Not important

k. Help from parents on classwork:
Very important Important Not important

l. Having parents who speak English at home:
Very important Important Not important

m. Having your mother and father both living at home:
Very important Important Not important

n. Teachers who know their subject well:
Very important Important Not important

o. Teachers who care about the students:
Very important Important Not important

p. Teachers who understand my background:
Very important Important Not important

q. Teachers who are Hispanic:
Very important Important Not important

r. Teachers who are the same race as I am:
Very important Important Not important

s. Small classes where students get more attention from the teachers:
Very important Important Not important

QUESTIONNAIRE FOR YOUNG PEOPLE WHO HAVE LEFT SCHOOL

1. In your opinion as a young person, why do some Hispanic teenagers in Providence leave school before graduating:

2. What helps Hispanic students graduate?

3. How important are the following things in helping Hispanic students stay in school? Please circle your answer.

a. Ability to speak English well:
Very important Important Not important

b. Education about drugs and alcohol:
Very important Important Not important

c. Drug/alcohol treatment programs for students:
Very important Important Not important

d. Drug/alcohol treatment programs for parents:
Very important Important Not important

e. Sex education for students:
Very important Important Not important

f. Programs to prevent teen pregnancy:
Very important Important Not important

g. A program which would guarantee a job for each graduate as a motivation:
Very important Important Not important

t. Books that deal with my culture:
Very important Important Not important

u. Courses that deal with my culture:
Very important Important Not important

v. A clean, attractive school building:
Very important Important Not important

w. A pleasant looking classroom:
Very important Important Not important

x. Teachers who speak Spanish:
Very important Important Not important

y. Counselors who speak Spanish:
Very important Important Not important

z. Principals and other administrators who speak Spanish:
Very important Important Not important

aa. Teaching subjects like History, Math and Social Studies in Spanish:
Very important Important Not important

4. Why did you stay in school instead of leaving?

5. Are school counselors in general fair to all student regardless of race or origin? Yes No

6. Are principals and other school administrators fair to all students? Yes No

7. Are teachers in general fair to all students, regardless of race or ethnic group? Yes No

8. Is the Providence School Department fair to all students? Yes No

9. Are students fair to teachers of all race and ethnic groups?

Yes No

10. Feel free to write your comments.

11. How involved with your schoolwork are your parents? Circle one.

Very involved Involved Not involved

12. Circle things your parents do:

a. Tell me to pay attention in school
b. Remind me to do my homework
c. Punish me if I am late to school or skip school
d. Read my report cards with interest
e. Talk to me seriously about my grades
f. Help me with my homework
g. Attend parents' night at school
h. Make extra visits to my teachers
i. Join the PTA/PTO
j. Other_____

13. What does your family say to you about your decision to stay in school?

14. What makes you continue your education?

15. Do you plan to continue your education after you graduate from high school? Circle your answer.

Yes No Maybe

16. Circle True or False for the following statements.

a. I like school.	T	F
b. I am good at schoolwork.	T	F
c. Teachers like me.	T	F
d. I will get a better job if I graduate.	T	F
e. I want to improve myself.	T	F
f. I'm smart.	T	F
g. I usually do what my friends do.	T	F

17. What grades do you usually get in school? A B C D E

18. Have you ever been in a bilingual class? Circle one. Yes No

19. Have you ever been in an ESL (English As A Second Language) class? Circle one. Yes No

20. Do you think Hispanic students benefit from being in separate, bilingual classrooms where subjects like Math and History are taught in Spanish? Please circle your answer. Yes No

Why?

21. Do you think Hispanic students benefit from being in an English As a Second Language (ESL) classroom where the teacher speaks only English and uses special techniques to teach English? Yes No

Why?

22. Do you think Hispanic students benefit from being in "mainstream" classes where only English is spoken and the teacher does not use any special techniques to teach English? Yes No

Why?

23. Would you make any changes in the discipline code at your school? Yes No

24. What would you change?

25. Think of the best teacher you ever had. What was this teacher like? What did this teacher do that made you like her or him so much?

26. Now think of the worst teacher you ever had. What was this teacher like? What did this teacher do that made you dislike him or her so much?

27. Think about the other students as your high school. What were they like? Did they have anything to do with your decision to stay in school?

28. Please write your opinion about the teachers at your school.

29. What do you dream of becoming?

30. What are you doing now?

31. What do you think you will be doing 10 years from now?

31a. Are school counselors in general fair to all student regardless of race or origin? Yes No

31b. Are principals and other school administrators fair to all students? Yes No

31c. Are teachers in general fair to all students, regardless of race or ethnic group? Yes No

31d. Is the Providence School Department fair to all students? Yes No

31e. Are students fair to teachers of all race and ethnic groups? Yes No

31f. Are parents fair to all teachers? Yes No

31g. Are principals and school administrators fair to teachers of all races? Yes No

31h. Is the Providence School Department fair to all teachers? Yes No

32. Do you think the following things cause people to drop out of school?

Doesn't cause dropping out										Definitely causes dropping out
a. Language difficulties										
0	1	2	3	4	5	6	7	8	9	10
b. The need to earn money										
0	1	2	3	4	5	6	7	8	9	10
c. Low teacher expectations										
0	1	2	3	4	5	6	7	8	9	10
d. Parents who do not value education										
0	1	2	3	4	5	6	7	8	9	10
e. Parents who abuse drugs and alcohol										
0	1	2	3	4	5	6	7	8	9	10
f. Drug and alcohol abuse by students										
0	1	2	3	4	5	6	7	8	9	10
g. Abuse in the home										
0	1	2	3	4	5	6	7	8	9	10
h. Abuse at school										
0	1	2	3	4	5	6	7	8	9	10
i. Racial prejudice in the school										
0	1	2	3	4	5	6	7	8	9	10

j. Single parent families

0 1 2 3 4 5 6 7 8 9 10

k. Gang activity

0 1 2 3 4 5 6 7 8 9 10

l. Teen pregnancy

0 1 2 3 4 5 6 7 8 9 10

m. Peer pressure

0 1 2 3 4 5 6 7 8 9 10

n. Teachers who don't care about the students

0 1 2 3 4 5 6 7 8 9 10

o. Irrelevant classes

0 1 2 3 4 5 6 7 8 9 10

p. School's lack of sensitivity to multicultural issues

0 1 2 3 4 5 6 7 8 9 10

q. Opportunity to earn good money selling drugs

0 1 2 3 4 5 6 7 8 9 10

r. Lack of role models in the family

0 1 2 3 4 5 6 7 8 9 10

s. Lack of role models in the school

0 1 2 3 4 5 6 7 8 9 10

t. Lack of discipline in school

0 1 2 3 4 5 6 7 8 9 10

u. Lack of discipline in the family

0 1 2 3 4 5 6 7 8 9 10

v. Too many frills in the curriculum and too few basics

0 1 2 3 4 5 6 7 8 9 10

w. Too much emphasis on multi-culturalism

0 1 2 3 4 5 6 7 8 9 10

x. Lack of parent involvement

0 1 2 3 4 5 6 7 8 9 10

33. Do you think Hispanic students are unique or different in any way from other students? Yes No

If so, how are they different?

34. How long have you lived in Providence? _____
35. How long have you lived in the house where you live now? _____

36. Who lives in the house with you? _____

_____

37. Do you have a job right now? Yes No

a. What do you do?_____
b. How many hours a week do you work?_____

38. What is your family's main source of income? Circle one:

a. Father's job
b. Mother's job
c. Guardian' job
d. Grandparent's job
e. Public Assistance
f. Other: Please explain: _____

39. Do you get free or reduced lunch in school? Yes No

40. What does your family do? What are their jobs?
a. Mother: _____
b. Father: _____
c. Guardian: _____

41. a. How do you get along with your mother? Circle your answer.
Very well Well Badly Doesn't apply
b. How do you get along with your father?
Very well Well Badly Doesn't apply
c. How do you get along with your teachers?
Very well Well Badly Doesn't apply

42. Who is the adult who has influenced you most in your decisions about education?

43. Draw a circle around your answer.

a. I speak English	very well	well	poorly
b. I speak Spanish	very well	well	poorly
c. I speak both equally	very well	well	poorly

44. a. What language do you mainly speak with your parents?

English Spanish

b. What language do you mainly speak with your friends?

English Spanish

45. How often do you travel off the U.S. mainland?

Every year Every couple of years Never

46. What could be done to help Hispanic young people?

Thank you for participating.
Your voice makes a difference!

PROVIDENCE PUBLIC SCHOOLS/
UNIVERSITY OF RHODE ISLAND/
PROVIDENCE DROPOUT PREVENTION COLLABORATIVE

INVESTIGACION SOBRE EL ABANDONO ESCOLAR HISPANO

CUESTIONARIO PARA ESTUDIANTES

ESTE CUESIONARIO ES COMPLETAMENTE CONFIDENCIAL
SU NOMBRE NO APARECERA EN NINGUNA PUBLICACION

QUIENES SOMOS Y QUE HACEMOS

Le agradecemos su participación en la investigación de las necesidades de estudiantes hispanos locales, conducida por Providence Public Schools y la University of Rhode Island. El gobierno federal nos ha otorgado fondos a URI y Providence Public Schools para disear programás que ayudarán a nuestros jóvenes hispanos a quedarse en la escuela y graduarse. Antes de crear programás nuevos queriamos, como es natural, consultar con activistas y educadores de la comunidad hispana. Despues de varias reuniones, decidimos investigar las causas del alarmantemente alto índice de la deserción escolar de nuestros jóvenes. Es por eso que estamos aquí hoy.

Dominicanos, puertoriqueños, colombianos, guatemaltecos, alumnos hispanos de otros paises, y alumnos hispanos nacidos aquí mismo, todos tienen culturas únicas y características diversas: Cómo se puede comparar un chicano o americano-mexicano, quien ha vivido en los Estados Unidos desde su fundación, con, digamos, un recién llegado guatemalteco que habla quiché? Algunos hispanos son blancos, otros se definen como negros, algunos son indios, mientras que otros son de descendencia asiatica. Ricos y pobres, evangelicos y católicos, recién llegados o habitantes indigenas de America: los hispanos son muy diversos.

Esta investigación trata de reconocer de tales distinciones y evitar supuestos sobre las maneras de pensar o vivir de los jóvenes hispanos y sus familias. Sus respuestas a las siguientes preguntas ayudarán al departamento de escuelas de Providence a entender por qué los jóvenes hispanos de esta cuidad logran graduarse o abandonan sus estudios. Utilizaremos lo que aprendamos para ayudarles a estos estudiantes a quedarse en la escuela y graduarse. Sus respuestas son completamente confidenciales. Su nombre se mantendrá en secreto y no aparecerá en ninguna publicación.

Muchas gracias por compartir su conocimiento y experiencia con nosotros. Al trabajar juntos podremos darles una buena educación a todos nuestros jóvenes.

DATOS PERSONALES

Edad_____
Sexo: __másculino __femenino
Escuela_____
Soy...
__ Estudiante
__ Ex-estudiante
__ Padre/madre de un estudiante de escuela secundaria
__ Padre/madre de un joven que recientamente dejó de estudiar sin graduarse
__ Maestro/a
__ Administrador/a de escuela
__ Miembro de la comunidad
__ Otro: _____
Raza: Soy... __ negro/a __blanco/a __asiatico/a __indo/a
__ hispano __ otro/a:_____

Mi familia vino de (país):_____
Hace cuánto tiempo llegó tu familia a los Estados Unidos?_____

Cuál es el grado de educación más alto que completaste? _____
Cuál es el grado de educación más alto que su madre completó? Dibuje un círculo en la respuesta.
a) 1ro a 6to grado
b) 6to a 8vo grado
c) Varios años de secundaria (high school)
d) Se graduo de secundaria
e) Varios años en la universidad
f) Se graduó de la universidad

Cuál es el grado de educación más alto que su padre completó? Dibuje un círculo en la respuesta.
a) 1ro a 6to grado
b) 6to a 8vo grado
c) Varios años de secundaria (high school)
d) Se graduo de secundaria
e) Varios años en la universidad
f) Se graduó de la universidad

1. En su opinión, por qué abandonan sus estudios algunos jóvenes hispanos de Providence antes de graduarse?

2. Qué cosas hacen posible que los alumnos hispanos de Providence se gradúen?

3. A continuación aparecen varios factores que puede influir en el éxito escolar. Cómo de importantes son estos factores en ayudarles a los jóvenes hispanos a quedarse en las escuela? Haga un círculo alrededor de su respuesta.

a. el dominio del inglés:
importantísimo importante sin importancia

b. la educación sobre las drogas y el alcohol:
importantísimo importante sin importancia

c. prográmás de tratamiento para las drogas y alcohol para alumnos:
importantísimo importante sin importancia

d. prográmás de tratamiento para las drogas y el alcohol para padres de familia:
importantísimo importante sin importancia

e. educación sexual para los estudiantes:
importantísimo importante sin importancia

f. prográmás de prevención del embarazo para los estudiantes:
importantísimo importante sin importancia

g. un prográma que garantizaría un trabajo a cada graduado a modo de motivacion para ellos:
importantísimo importante sin importancia

h. un prográma que les daría ayuda economica (una beca) a alumnos de secundaria (*high school*):
importantísimo importante sin importancia

i. la ayuda del maestro con las tareas durante la clase:
importantísimo importante sin importancia

j. la ayuda del maestro con los problemas personales:
importantísimo importante sin importancia

k. la ayuda de los padres con las asignaciones o tareas:
importantísimo importante sin importancia

l. una familia que hable inglés en el hogar:
importantísimo importante sin importancia

m. que los padres vivan juntos y con el joven:
importantísimo importante sin importancia

n. maestros que dominen su materia:
importantísimo importante sin importancia

o. maestros a quien yo le importe como persona:
importantísimo importante sin importancia

p. maestros que entiendan mi cultura:
importantísimo importante sin importancia

q. maestros hispanos:
importantísimo importante sin importancia

r. maestros de mi raza:
importantísimo importante sin importancia

s. clases pequeñas donde el maestro me de más atención personal:
importantísimo importante sin importancia

t. libros que tengan que ver con mi cultura:
importantísimo importante sin importancia

u. cursos que tengan que ver con mi cultura:
importantísimo importante sin importancia

v. un edificio escolar limpio y atractivo:
importantísimo importante sin importancia

w. un salón de clase de buena apariencia:
importantísimo importante sin importancia

x. maestros que hablen español:
importantísimo importante sin importancia

y. consejeros que hablen español:
importantísimo importante sin importancia

z. directores y otros administradores que hablen español:
importantísimo importante sin importancia

aa. ofrecer clases como la historia, la matemática, y los estudios sociales en español:
importantísimo importante sin importancia

4. Por qué tu te quedaste en la escuela?

5. Son los consejeros en las escuelas justos con todos los alumnos independiente de su raza o grupo étnico? Sí No

6. Son los principales y otros administradores de la escuela justos con todos los alumnos sin considerar sus orígenes étnicos? Sí No

7. Son justos con los alumnos los maestros independiente de la raza o grupo etnico del joven? Sí No

8. Es justo con los alumnos el departamento de escuelas de Providence? Sí No

9. Crée Ud. que los estudiantes son justos con los maestros independiente de la raza o grupo étnico del maestro? Sí No

10. Si tienes algunos comentarios, por favor escriba tus opiniones._____
_____
_____

11. Cómo de interesados estan tus padres en tus estudios? Dibuja un círculo alrededor de la mejor respuesta.
muy intersados interesados no interesados

12. Dibuja un círculo alrededor de las cosas que acostumbran hacer tus padres.
a. me dicen que pusiera más atención a mis estudios
b. me recuerdan hacer mis tareas
c. me castigan si no asiste, o llege tarde, a la escuela
d. se interesan en mis tarjetas de notas
e. me hablan seriamente acerca de mis notas
f. me ayudan con las tareas
g. asisten a las noches de visitas (parents' night) en las escuela
h. visitan a mis maestros en varias ocasiones
i. participan en la organizacion de padres y maestros de la escuela
j. otras actividades_____

13. Qué te dijo tu familia sobre tu decisión de continuar tus estudios?

14. Por qué sigas en la escuela?

15. Piensas continuar tu educación despues de graduarte de la escuela secundaria? Dibuja un círculo alrededor de la respuesta apropiada.

Sí No Quizás

16. Dibuja un círculo alrededor de la letra V (verdad) o F (falso) para cada una de las siguientes frases acerca de la escuela.

a. Me gusta asistir a la secundaria (*high school*)	T	F
b. Tengo buenas notas	T	F
c. Los maestros me quieren	T	F
d. Consequiré un trabajo mejor si me graduo	T	F
e. Quiero mejorme como persona	T	F
f. Soy inteligente	T	F
g. Por lo general, hago lo que mis amigos hacen	T	F

17. Qué notas tienes normalmente? A B C D E

18. Has estudiado en un salón de clase bilingüe? Sí No

19. Has estudiado en un salón de clase de ESL (Inglés Como Lengua Segunda). Sí No

20. Crees que los jóvenes hispanos se benefician de estudiar en un salón de clase aparte donde reciben clases como las de matemática o historia en español (o sea, un salón de clase bilingüe)? Sí No

Por qué?

21. Crees que los alumnos hispanos se benefician de estudiar en un salón de clase de inglés como segunda lengua (o sea, un salón aparte donde los maestros solo hablan el inglés con los estudiantes usando técnicas especiales para enseñarlo)? Sí No

Por qué?

22. Crees que los estudiantes hispanos se benefician de estudiar en un salón de clase "común" (*mainstream*) donde solamente hablan inglés y los maestros no usan técnicas especiales para enseñarlo?

Sí No

Por qué?

23. Harías cambios en el código de disciplina en tu escuela? Sí No

24. Qué cambiarías?

25. Piensa en el mejor maestro (o maestra) que hayas tenido. Cómo era este maestro. Qué cosas hacia este profesor que te impresionaron tanto?

26. Ahora, piensa en el peor maestro (o maestra) que hayas tenido. Qué cosas hacía este profesor que te impresionaron tanto?

27. Piensa en los otros estudiantes de escuela secundaria: Cómo eran? Tuvieron algo que ver con tu decisión de dejar la escuela?

28. Por favor escribe tus opiniones sobre los maestros en tu escuela._____

_____

_____

_____

_____

29. Qué quieres llegar a ser?

30. Qué haces ahora?

31. Qué crees que estará haciendo10 años en el futuro?

32. Se ha dicho que los siguientes factores son indicadores de la deserción escolar en general. Por favor clasifique la importancia de cada factor en la deserción escolar, usando una escala del cero (sin importancia) al 10 (muy importante). Dibuje un círculo alrededor de su respuesta.

Sin importancia — Sumamente importante

a. las dificultades linguísticas
1 2 3 4 5 6 7 8 9 10

b. la necesidad de ganar dinero
1 2 3 4 5 6 7 8 9 10

c. la baja expectativa de parte de los maestros sobre el rendimiento académico de los estudiantes
1 2 3 4 5 6 7 8 9 10

d. los padres que no ven la importancia de la educación
1 2 3 4 5 6 7 8 9 10

e. los padres que abusan las drogas y el alcohol
1 2 3 4 5 6 7 8 9 10

f. el abuso de las drogas y el alcohol de parte de los alumnos
1 2 3 4 5 6 7 8 9 10

g. el abuso en general en la casa
1 2 3 4 5 6 7 8 9 10

h. el abuso en general en las escuela
1 2 3 4 5 6 7 8 9 10

i. los prejuicios raciales en la escuela
1 2 3 4 5 6 7 8 9 10

j. tener una madre soltera
1 2 3 4 5 6 7 8 9 10

k. las pandillas juveniles
1 2 3 4 5 6 7 8 9 10

l. el embarazo en las estudiantes adolescentes
1 2 3 4 5 6 7 8 9 10

m. la presión de los amigos
1 2 3 4 5 6 7 8 9 10

n. los maestros a quienes no les importan los alumnos
1 2 3 4 5 6 7 8 9 10

o. las clases que no tienen aplicación práctica en la vida
1 2 3 4 5 6 7 8 9 10

p. la falta de sensibilidad del personal educativo a los asuntos multiculturales

1 2 3 4 5 6 7 8 9 10

q. la facilidad de ganar buen dinero vendiendo drogas

1 2 3 4 5 6 7 8 9 10

r. la falta de modelos de buen comportamiento en la familia

1 2 3 4 5 6 7 8 9 10

s. la falta de modelos de buen comportamiento en las escuela

1 2 3 4 5 6 7 8 9 10

t. la falta de disciplina en la escuela

1 2 3 4 5 6 7 8 9 10

u. la falta de disciplina en la familia

1 2 3 4 5 6 7 8 9 10

v. demasiado énfasis en asuntos no esenciales, con poca atención a la enseñanza de las habilidades básicas

1 2 3 4 5 6 7 8 9 10

w. demasiada atención al multiculturalismo

1 2 3 4 5 6 7 8 9 10

x. falta de involucramiento de los padres

1 2 3 4 5 6 7 8 9 10

33. Crees tu que los alumnos hispanos son diferentes de los demas alumnos de alguna manera? Sí No

34. Si tu crees que sí, por favor explique de qué manera son diferentes.

35. Cuánto hace que vives en Providence?_____

36. Cuánto tiempo hace que vives en la casa donde vives actualmente? _____

37. Quién vive en la casa contigo?_____

_____

38. Tienes trabajo actualmente? Sí No

a. Qué haces?_____

b. Cuántas horas trabajas a la semana?_____

39. Cuál es la fuente principal de ingresos de tu familia? Dibuje un círculo alrededor de tu respuesta.

a. El sueldo de mi padre
b. El sueldo de mi madre
c. El sueldo de mi abuelo o de la abuela
d. El sueldo de la persona encargada de mi
e. Asistencia publica
f. Otro: fuente. Por favor explique_____

40. Recibías almuerzo gratis o a precio rebajado en la escuela? Sí No
41. En qué trabaja tu familia?

a. Madre _____
b. Padre _____
c. Encargado _____

42. Dibuja un círculo alrededor de su respuesta a las siguientes.

a. Cómo te llevas con tu mama?
muy bien bien mal no aplica
b. Cómo te llevas con tu papa?
muy bien bien mal no aplica
c. Cómo te llevas con tus maestros?
muy bien bien mal no aplica

43. Quién es el adulto que más te ha influenciado en tus decisiones sobre la educación?

44. Dibuje un círculo en la respuesta más apropiada.

a. Hablo el inglés...	muy bien	bien	mal
b. Hablo el español...	muy bien	bien	mal
c. Hablo los dos idiomás igualmente...	muy bien	bien	mal

45. a. Cuál lenguaje habla mayormente con sus padres? español inglés
b. Cual lenguaje habla mayormente con sus amigos? español inglés

46. Con qué frecuencia viaja fuera de los Estados Unidos continentales?
una vez al año una vez cada varios años nunca

47. Cuál fue la razon más importante para tu continuar de estudiar?

Gracias por tu participación.
Tu voz cuenta!

PROVIDENCE PUBLIC SCHOOLS/
UNIVERSITY OF RHODE ISLAND/
PROVIDENCE DROPOUT PREVENTION COLLABORATIVE

HISPANIC DROPOUT STUDY

QUESTIONNAIRE FOR EDUCATORS

THIS QUESTIONNAIRE IS COMPLETELY CONFIDENTIAL.
YOUR NAME WILL NOT BE USED IN ANY PUBLICATION

WHO WE ARE AND WHAT WE'RE DOING

Thank you for participating in the Providence Public Schools/University of Rhode Island study of the locally based needs of Hispanic students. The Federal Government has awarded funds to URI and the Providence Public chools to design programs that will help our Hispanic young people stay in school and graduate. Before any new programs were created, of course, activits and educator from the Hispanic community had to be consulted. After several meetings, we decided together to find out the reasons our young people are leaving school in such alarming numbers. That's what this is all about.

Dominicans, Puerto Ricans, Colombians, Guatemalans, Hispanic students from other countries, and Hispanic students who were born right here, all have unique qualities and diverse backgrounds. How can we lump Chicanos or Mexican-Americans who have lived in the United States since its founding with, for example, a recently arrived Quiché speaker from Guatemala? Some Hispanics are white, some define themselves as black, some are Indian and others are Asian. Rich and poor, Protestant and Catholic, newly arrived or original inhabitants of this part of the continent: Hispanics are a diverse group.

This study tries to recognize that diversity and to avoid assumptions about how Hispanic student and their families think or live. The responses you and others give to the following questions will help the school department in its effort to learn why Providence's Hispanic young people stay in school or leave school early. We will use what we learn to help these students stay in school. Your responses are completely confidential. Your name will not be used in any publication.

Thank you for sharing your knowledge and experiences with us. By working together we can give all our young people a good education.

PERSONAL DATA FOR ALL PARTICIPANTS

Age: _____
Gender: __Male __Female
School:_____

I am a
__ Student
__ Former student
__ Parent of a high school student
__ Parent of a young person who recently left school without graduating
__ Teacher
__ School administrator
__ Community member
__ Other: _____

Race: I am __black __white __Asian __Indian __ Hispanic
Other:_____

My family came from (country):_____

How long ago did your family come to the United States? _____

Highest grade of school you completed_____

Circle the highest grade your parents completed:

Mother's education - a) Elementary
b) Middle
c) Some high school
d) Graduated high school
e) Some college
f) Graduated from college

Father's education- a) Elementary
b)Middle
c)Some high school
d)Graduated high school
e) Some college
f)Graduated from college

1. In your opinion as an educator, why do some Hispanic teenagers in Providence leave school before graduating?

2. What helps Hispanic students graduate?

3. How important are the following things in helping Hispanic students stay in school? Please circle your answer.

a. Ability to speak English well:
Very Important Important Not Important

b. Education about drugs and alcohol:
Very Important Important Not Important

c. Drug/alcohol treatment programs for students:
Very Important Important Not Important

d. Drug/alcohol treatment programs for parent:
Very Important Important Not Important

e. Sex education for students:
Very Important Important Not Important

f. Programs to prevent teen pregnancy:
Very Important Important Not Important

g. A program which would guarantee a job for each graduate as a motivation:
Very Important Important Not Important

h. A program that provides financial aid to high school students:
Very Important Important Not Important

i. Help from the teacher on classwork:
Very Important Important Not Important

j. Help from the teacher on personal problems:
Very Important Important Not Important

k. Help from parents on classwork:
Very Important Important Not Important

l. Having parents who speak English at home:
Very Important Important Not Important

m. Having a mother and father both living at home:
Very Important Important Not Important

n. Teachers who know their subject well:
Very Important Important Not Important

o. Teachers who care about the students:
Very Important Important Not Important

p. Teachers who understand each students' culture:
Very Important Important Not Important

q. Teachers who are Hispanic:
Very Important Important Not Important

r. Teachers who are the same race as their students:
Very Important Important Not Important

s. Small classes where students get more attention from the teachers:
Very Important Important Not Important

t. Books that deal with Hispanic cultures:
Very Important Important Not Important

u. Courses that deal with Hispanic cultures:
Very Important Important Not Important

v. A clean, attractive school building:
Very Important Important Not Important

w. A pleasant looking classroom:
Very Important Important Not Important

x. Teachers who speak Spanish:
Very Important Important Not Important

y. Counselors who speak Spanish:
Very Important Important Not Important

z. Principals and other administrators who speak Spanish:
Very Important Important Not Important

aa. Teaching subjects like History, Math and Social Studies in Spanish:
Very Important Important Not Important

4. How important is it for teachers to understand multi-culturalism?
Very Important Important Not Important

5. How involved with your schoolwork were your parents?
Very Involved Involved Not Involved

6. Why did you decide to stay in school instead of dropping out?

7. What can be done, and who should do it, to help Hispanic students achieve success in school?

8. How can teachers contribute to resolving the problem of dropping out among Hispanic youth?

9. How can the school system help resolve the problem?

10. How can the community contribute to a solution to the Hispanic dropout rate?

11. How can the family help prevent Hispanic students from leaving school early?

12. How would you change the discipline code at the school?

13. What cultural factors might contribute to Hispanic students leaving school early?

14. Are school counselors in general fair to all student regardless of race or origin? Yes No

15. Are principals and other school administrators fair to all students? Yes No

16. Are teachers in general fair to all students, regardless of race or ethnic group? Yes No

17. Is the Providence School Department fair to all students? Yes No

18. Are students fair to teachers of all race and ethnic groups? Yes No

19. Are parents fair to all teachers? Yes No

20. Are principals and school administrators fair to teachers of all races? Yes No

21. Is the Providence School Department fair to all teachers? Yes No

22. Do you think Hispanic students benefit from being in a separate classroom where subjects like math and history are taught in Spanish (a bilingual classroom)? Yes No

Why?

23. Do you think Hispanic students benefit from being in an English As A Second Language (ESL) class (a separate classroom where only English is spoken but special techniques are used to teach English? Yes No

Why?

24. Do you think Hispanic students benefit from being in "regular" (mainstream) classroom where only English is used and no special techniques are used to teach English as a second language? Yes No

Why?

25. These factors have been sited as indicators of students at risk of dropping out. Please rate them in importance on a scale of 0 (not important) to 10 (very important) by drawing a circle around the appropriate number.

NOT IMPORTANT EXTREMELY IMPORTANT

a. Language difficulties

0 1 2 3 4 5 6 7 8 9 10

b. The need to earn money

0 1 2 3 4 5 6 7 8 9 10

c. Low teacher expectations

0 1 2 3 4 5 6 7 8 9 10

d. Parents who do not value education

0 1 2 3 4 5 6 7 8 9 10

e. Parents who abuse drugs and alcohol

0 1 2 3 4 5 6 7 8 9 10

f. Drug and alcohol abuse by students

0 1 2 3 4 5 6 7 8 9 10

g. Abuse in the home

0 1 2 3 4 5 6 7 8 9 10

h. Abuse at school

0 1 2 3 4 5 6 7 8 9 10

i. Racial prejudice in the school

0 1 2 3 4 5 6 7 8 9 10

j. Single parent families

0 1 2 3 4 5 6 7 8 9 10

k. Gang activity

0 1 2 3 4 5 6 7 8 9 10

l. Teen pregnancy

0 1 2 3 4 5 6 7 8 9 10

m. Peer pressure

0 1 2 3 4 5 6 7 8 9 10

n. Teachers who don't care about the students

0 1 2 3 4 5 6 7 8 9 10

o. Irrelevant classes

0 1 2 3 4 5 6 7 8 9 10

p. School's lack of sensitivity to multi-cultural issues

0 1 2 3 4 5 6 7 8 9 10

q. Opportunity to earn good money selling drugs

0 1 2 3 4 5 6 7 8 9 10

r. Lack of role models in the family

0 1 2 3 4 5 6 7 8 9 10

s. Lack of role models in the school

0 1 2 3 4 5 6 7 8 9 10

t. Lack of discipline in school

0 1 2 3 4 5 6 7 8 9 10

u. Lack of discipline in the family

0 1 2 3 4 5 6 7 8 9 10

v. Too many frills in the curriculum and too few basics

0 1 2 3 4 5 6 7 8 9 10

w. Too much emphasis on multi-culturalism

0 1 2 3 4 5 6 7 8 9 10

x. Lack of parent involvement

0 1 2 3 4 5 6 7 8 9 10

26. Do you think Hispanic students are in any way unique, different from students of other backgrounds? Yes No

If so, how are they different?

27. What suggestions do you have for helping Hispanic students complete high school?

28. What can the school system do to help Hispanic students achieve more?

29. What can families do to help Hispanic students complete high school?

PERSONAL DATA

30. In what city do you currently live? _____

31. From what school did you get your degree? _____

32. Do you currently have a second job or business (for example: driver, catalogue sales, tutoring, bartending, catering, waiter/ess, etc.) Please circle your answer. Yes No

33. What do you do?_____

34. How many hours a week do you work at this second job? _____

35. How often do you travel off the U.S. mainland? Please circle your answer.

Once a year Every couple of years Never

36. Please write the most important thing that can be done to help Hispanic young people in Providence graduate from high school.

Thank you for participating.
Your voice counts!

PROVIDENCE PUBLIC SCHOOLS/
UNIVERSITY OF RHODE ISLAND/
PROVIDENCE DROPOUT PREVENTION COLLABORATIVE

INVESTIGACION SOBRE EL ABANDONO ESCOLAR HISPANO

CUESTIONARIO PARA EDUCADORES

ESTE CUESTIONARIO ES COMPLETAMENTE CONFIDENCIAL
SU NOMBRE NO APARECERA EN NINGUNA PUBLICACION

QUIENES SOMOS Y QUE HACEMOS

Le agradecemos su participación en la investigación de las necesidades de estudiantes hispanos locales, conducida por Providence Public Schools y la Universidad de Rhode Island. El gobierno federal nos ha otorgado fondos a URI y Providence Public Schools para diseñar programas que ayudarán a nuestros jovenes hispanos a quedarse en la escuela y graduarse. Antes de crear programas nuevos queriamos, como es natural, consultar con activistas y educadores de la comunidad hispana. Despues de varias reuniones, decidimos investigar las causas del alarmantamente alto índice de la deserción escolar de nuestros jovenes. Es por eso que estamos aquí hoy.

Dominicanos, puertoriqueños, colombianos, guatemaltecos, alumnos hispanos de otros paises, y alumnos hispanos nacidos aqui mismo, todos tienen culturas únicas y características diversas. Cómo se puede comparar un chicano o americano-mexicano, quien ha vivido en los Estados Unidos desde su fundación, con, digamos, un recién llegado guatemalteco que habla quiché? Algunos hispanos son blancos, otros se definen como negros, algunos son indios, mientras que otros son de descendencia asiatica. Ricos y pobres, evangélicos y católicos, recién llegados o habitantes indígenas de America: los hispanos son muy diversos.

Esta investigación trata de reconocer tales distinciones y evita supuestos sobre las maneras de pensar o vivir de los jovenes hispanos y sus familias. Sus respuestas a las siguientes preguntas ayudarán al departamento de escuelas de Providence a entender porqué los jovenes hispanos de esta ciudad logran graduarse o abandonan sus estudios. Utilizaremos lo que aprendamos para ayudarles a estos estudiantes a quedarse en la escuela y graduarse. Sus respuestas son completamente confidenciales. Su nombre se mantendrá en secreto y no aparecerá en ninguna publicación.

Muchas gracias por compartir su conocimiento y experiencia con nosotros. Al trabajar juntos podremos darles una buena educación a todos nuestros jóvenes.

DATOS PERSONALES

Edad_____

Sexo: __Masculino __Femenino

Escuela_____

Soy...

__Estudiante

__Ex-estudiante

__Madre __padre de un estudiante de escuela secundaria

__Madre___padre de un joven que recientamente dejó de estudiar sin graduarse

__Maestro/a

__Administrador/a de escuela

__Miembro de la comunidad

__Otro:_____

Raza: Soy... __negro/a __blanco/a __asiatico/a __indio/a
__hispano/a __otro/a:_____

Mi familia vino de (país)_____

Hace cuánto tiempo llegó su familia a los Estados Unidos? _____

Cuál es el grado de educación más alto que Ud. completó?_____

Cuál es el grado de educación más alto que su madre completó? Dibuje un círculo en la respuesta.

a) 1ro a 6to grado
b) 6to a 8vo grado
c) Varios años de secundaria (high school)
d) Se graduo de secundaria
e) Varios años en la universidad
f) Se graduó de la universidad

Cuál es el grado de educación más alto que su padre completó? Dibuje un círculo en la respuesta.

a) 1ro a 6to grado
b) 6to a 8vo grado
c) Varios años de secundaria (high school)
d) Se graduo de secundaria
e) Varios años en la universidad
f) Se graduó de la universidad

1. En su opinión, porqué abandonan sus estudios algunos jovenes hispanos de Providence antes de graduarse?

2. Qué cosas hacen posible que los alumnos hispanos de Providence se gradúen?

3. A continuación aparecen varios factores que pueden influir en el éxito escolar. Cómo de importantes son estos factores en ayudarles a los jóvenes hispanos a quedarse en la escuela? Haga un círculo alrededor de su respuesta.

a. el dominio del inglés:
importantísimo importante sin importancia

b. la educación sobre las drogas y el alcohól:
importantísimo importante sin importancia

c. programas de tratamiento para las drogas y el alcohól para alumnos:
importantísimo importante sin importancia

d. programas de tratamiento para las drogas y el alcohól para padres de familia:
importantísimo importante sin importancia

e. educación sexual para los estudiantes:
importantísimo importante sin importancia

f. programas de prevención del embarazo para los estudiantes:
importantísimo importante sin importancia

g. un programa que garantizaría un trabajo a cada graduado a manera de motivación para ellos:
importantísimo importante sin importancia

h. un programa que les daría ayuda económica a alumnos de secundaria:
importantísimo importante sin importancia

i. la ayuda del maestro con las tareas durante la clase:
importantísimo importante sin importancia

j. la ayuda del maestro con problemas personales:
importantísimo importante sin importancia

k. la ayuda de los padres con las asignaciones o tareas:
importantísimo importante sin importancia

l. una familia que hable inglés en el hogar:
importantísimo importante sin importancia

m. que los padres vivan juntos y con el joven:
importantísimo importante sin importancia

n. maestros que dominen su materia:
importantísimo importante sin importancia

o. maestros a quienes los alumnos les importen como personas:
importantísimo importante sin importancia

p. maestros que entiendan la cultura de cada estudiante:
importantísimo importante sin importancia

q. maestros hispanos:
importantísimo importante sin importancia

r. maestros de la misma raza que los alumnos:
importantísimo importante sin importancia

s. clases pequeñas donde los maestro les den mas atención personal a los alumnos:
importantísimo importante sin importancia

t. libros que tengan que ver con las culturas hispanos:
importantísimo importante sin importancia

u. cursos que tengan que ver con las culturas hispanas:
importantísimo importante sin importancia

v. un edificio escolar limpio y atractivo:
importantísimo importante sin importancia

w. un salon de calse de buena apariencia:
importantísimo importante sin importancia

x. maestros que hablen español:
importantísimo importante sin importancia

y. consejeros que hablen español:
importantísimo importante sin importancia

z. directores y otros administradores que hablen español:
importantísimo importante sin importancia

aa. ofrecer clases como la historia, la matemática, y los estudios sociales en español:
importantísimo importante sin importancia

4. Cómo de importante es para un educador entender el multiculturalismo?
muy importante importante no importante

5. Cómo de interesados estaban sus padres en sus estudios? Dibujé un círculo alrededor de su respuesta.
muy interesados interesados no interesados

6. Por qué decidió Ud. quedarse en la escuela secundaria y graduarse?

7. Qué se puede hacer, y quién lo debe hacer, para garantizar que los jóvenes hispanos sean exitosos en sus estudios?

8. Cómo pueden los maestros contribuir a resolver el problema la deserción escolar?

9. Qué pasos puede tomar el sistema de escuelas para prevenir la deserción escolar en los jóvenes hispanos?

10. Qué pasos puede tomar la comunidad para prevenir la deserción escolar de los hispanos?

11. Qué pasos puede tomar la familia para prevenir la deserción escolar de los hispanos?

12. Qué factores culturales pueden contribuir a que los estudiantes hispanos abandonen la escuela demasiado temprano?

13. Qué cambios haría Ud. en los códigos de disciplina de las escuelas?

14. Son los consejeros en las escuelas justos con todos los alumnos independiente de su raza o grupo étnico? Sí No

15. Son los principales y otros administradores de la escuela justos con todos los alumnos sin considerar sus orígenes étnicos? Sí No

16. Son justos con los alumnos los maestros independiente de la raza o grupo etnico del joven? Sí No

17. Es justo con los alumnos el departamento de escuelas de Providence? Sí No

18. Crée Ud. que los estudiantes son justos con los maestros independiente de la raza o grupo étnico del maestro? Sí No

19. Crée Ud. que los padres de familia de los alumnos tratan con justicia a los maestros, sin considerar la raza del maestro? Sí No

20. Crée Ud. que el Departmento de Escuelas es justo con todos los maestros independiente de raza o grupo étnico? Sí No

21. Tiene Ud. algun comentario sobre las escuelas? Por favor escríbelo.

---

22. Crée Ud. que los jóvenes hispanos se benefician de estudiar en un salon de clase aparte donde reciben clases como las de matemática o historia en español (o sea, un salon de clase bilingüe)? Sí No

Por qué?

23. Crée Ud. que los alumnos hispanos se benefician de estudiar en un salon de clase de inglés como segunda lengua (o sea, un salon aparte donde los maestros solo hablan el inglés con los estudiantes usando técnicas especiales para enseñarlo? Sí No

Por qué?

24. Crée Ud. que los estudiantes hispanos se benefician de estudiar en un salon de clase "común" (*mainstream*) donde solamente hablan inglés y los maestros no usan técnicas especiales para enseñarlo?

Sí No

Por qué?

25. Se ha dicho que los siguientes factores son indicadores de la deserción escolar en general. Por favor clasifique la importancia de cada factor en la deserción escolar, usando una escala del cero (sin importancia) al 10 (muy importante). Dibuje un círculo alrededor de su respuesta.

Sin importancia — Sumamente importante

a. las dificultades linguísticas

1 2 3 4 5 6 7 8 9 10

b. la necesidad de ganar dinero

1 2 3 4 5 6 7 8 9 10

c. la baja expectativa de parte de los maestros sobre el rendimiento académico de los estudiantes

1 2 3 4 5 6 7 8 9 10

d. los padres que no ven la importancia de la educación

1 2 3 4 5 6 7 8 9 10

e. los padres que abusan las drogas y el alcohol

1 2 3 4 5 6 7 8 9 10

f. el abuso de las drogas y el alcohol de parte de los alumnos

1 2 3 4 5 6 7 8 9 10

g. el abuso en general en la casa

1 2 3 4 5 6 7 8 9 10

h. el abuso en general en las escuela

1 2 3 4 5 6 7 8 9 10

i. los prejuicios raciales en la escuela

1 2 3 4 5 6 7 8 9 10

j. tener una madre soltera

1 2 3 4 5 6 7 8 9 10

k. las pandillas juveniles

1 2 3 4 5 6 7 8 9 10

l. el embarazo en las estudiantes adolescentes

1 2 3 4 5 6 7 8 9 10

m. la presión de los amigos

1 2 3 4 5 6 7 8 9 10

n. los maestros a quienes no les importan los alumnos

1 2 3 4 5 6 7 8 9 10

o. las clases que no tienen aplicación práctica en la vida

1 2 3 4 5 6 7 8 9 10

p. la falta de sensibilidad del personal educativo a los asuntos multiculturales

1 2 3 4 5 6 7 8 9 10

q. la facilidad de ganar buen dinero vendiendo drogas

1 2 3 4 5 6 7 8 9 10

r. la falta de modelos de buen comportamiento en la familia

1 2 3 4 5 6 7 8 9 10

s. la falta de modelos de buen comportamiento en las escuela

1 2 3 4 5 6 7 8 9 10

t. la falta de disciplina en la escuela

1 2 3 4 5 6 7 8 9 10

u. la falta de disciplina en la familia

1 2 3 4 5 6 7 8 9 10

v. demasiado énfasis en asuntos no esenciales, con poca atención a la enseñanza de las habilidades básicas

1 2 3 4 5 6 7 8 9 10

w. demasiada atención al multiculturalismo

1 2 3 4 5 6 7 8 9 10

x. falta de involucramiento de los padres

1 2 3 4 5 6 7 8 9 10

26. Crée Ud. que los alumnos hispanos son diferentes de los demas alumnos de alguna manera? Sí No

Si Ud, crée que sí, por favor explique de qué manera son diferentes.

27. Qué sugerencias tiene Ud. para ayudarles a los alumnos hispanos a completar sus estudios?

28. Cómo cambiaría Ud. el sistema escolar para mejorar el rendimiento de los alumnos hispanos?

29. Qué puede hacer la familia para ayudar a los alumnos hispanos a graduarse?

30. Tiene algún comentario adicionales?

_____

_____

_____

_____

31. En qué ciudad vive Ud. actualmente?_____

32. A qué secundaria (high school) asistia Ud.?_____

33. Actualmente, tiene Ud. un trabajo o negocio adicional? (Por ejemplo: conductor, ventas de mercancía por catálogo, barman o mesera, un negocio propio, etc.)?
Dibuje un círculo en su respuesta. Si No

34. Por favor, diga qué tipo de trabajo adicional tiene:_____
_____

35. Cuántas horas trabaja a la semana en su empleo adicional?_____

36. Con qué frecuencia viaja fuera de los Estados Unidos continentales?
Dibuje un círculo en la respuesta más apropiada.
una vez cada año una vez cada varios años nunca

37. Por favor escriba la cosa más importante que se puede hacer para que los jóvenes hispanos en Providence logren graduarse.

Gracias por su participación.
Su voz cuenta!

3. Selected Responses - Students

STUDENT RESPONSES TO "WHY DO SOME HISPANIC STUDENTS IN PROVIDENCE LEAVE SCHOOL BEFORE GRADUATING?"

Yo pienso que una de las causas mas comunes en los estudiante de providence de abandonar la escuela es por la faltade ayuda ya sea de los padres o maestros. que deben de haber programas para insentivar a los estudiantes a continuar con su educacion.

Yo pienso que por la farta de trabajo que tienen nuestros padres y tambien el pais donde uno se localiza

Yo pienso que los jovenes que dejan la escuela antes de graduarse son jovenes llenos de preocupaciones, problems familiar es cuando estan en la escuela quieren estar en la calle con los amigos y dejan la escuela por complacer a sus amigos que lo llevan a la perdicion

Yo Pienso que algunos estudiantes no tienen motivacion ni de los padres ni de los profesores.

yo pienso por situacion economica. Muchas veces tienen que trabajar para ayudar a los padres.

Yo opino que muchos jovenes dejan ha escula por problemas en el hogar familiar tambien por trabajar.

Yo creo que algunos hispanos abandonan la escuela porque algunos le gusta mucho el dinero y se ponen a trabajar. (I think that some Hispanics leave school because some like money a lot and they go to work.)

Yo creo que a veces tienen problems con sus familiares o creo que a veces tienen problemas con su novios que sin querer pasa algo entre ellos y sin querer pueden caer embarazadasy dejan la escuela. want to have cars jobs and a family

Usualmente porque no reciben suficiente ayuda y tamvien por el Hidioma y tambien por que muchos muchos de nosotros nos gusta los paranda.

un malos. Esducacion de los pandre que no se dan cuenta como sus hijs antua en la escuelas.

to have fun

Thisis becausethey areinsecure ofthemselves. Theybelieve thatthey won'tmake it. Someof themcan't find anyone to help them understand manythings. Sometimes the reason isin the family theway ourparent carryon with us as we're tryingto Continue cell 2.

they want to make money

They probably give up think there is no use. or find a better way of living life.

They need money, work and family problems.

They might have a lot of pressure from their parents or friends.

They may have problems understanding their classes. Others quit because they must work to support their needs or families.

They like to hang out a lot.

they leave school because they feel like it and because they want to sell drugs to get money.

They leave because of certain circumstances like pregnancy or parents kick them out and they have to live on their own.

They have to work to help their family make it in life. They don't try hard as they can.

They have no discipline and no role models some came with out knowing English and then leave because the can't do any thing. Some need jobs to support there families and stay out of school.

They got problems at home and in school. also because our parents didn't finish school why should we finish school.

They get involved in drugs and they hang out with the wrong crowd.

They either end up trying to make a quick buck and start selling drugs or they have akid or find a job somewhere and just want to make

The teenagers leave school because they need to work, they need money some of them because they just don't want to get an education they just want to be in the street.

Teen pregnancies, drugs/dealers, school boring

Talves se dejan llevar por las cosas q'hai en la calle, y dicen entonces que la escuela es aburrida y que es mejor estaren la calle que en vez de la escuela Pero lo que no saben que la escuela es el futuro de todo nosotros y que cosas del mundo lo que nos puden entrar en problemas.

Sometimes its pregnancy or they get married. They get bored.

Some usually become pregnant. others for the hell of it.

Some of them leave because of the reason that couldn't understand or get along with teacher other student or even administrator. Other because they are getting old and they think they don't have any chance. Another... they started family before 20

Some of them have babies and don't feel like coming because they have no one to watch their kids.

Some kids try to get jobs to help support their families. Some of them don't have the confidence that they can do it so they give up.

Some leave because of drugs, just to sell

Some have problems with family others don't feel wanted or accepted in school.

Some have family problems and some work too much and some are into selling drugs.

Some hated school, some didn't like it. and some were tired of it.

Some because we parent drive them crazy and fight a lot It gets us tired of listening to them fight.

Some of us leave with our boyfriend or girlfriend and don't have time to go to school. etc. etc.

some because they can't succeed because of a language barrier. Others because people look down on them because their race. Hispanics are categorized as loud obnoxious people.

School is boring. There is not a lot of things for students in school.

quisas, porque no an tenido suficientes oportunidades o porque no an recibido un poco mas de ayuda en el ingles por ejemplo el cual es muy importante para poder seguir los estudios universitarios.

Puede ser porque estanmetidos en drogas o porque prefieren trabajor o se casan.

Porque various juvenes avandonan las escuela dos falta de ayuda de sus padre y entonce tienen que avandonar las escuela.

Porque varios estudiantes no quieren segir los estudio y prefieren estar en la calle o sino vendiendo drogas

Porque una de la parte de las javenes hispanos abandonan la escuela, porque mecrusos economicos, otros par no querer estudiar etc...

Porque tienen que trabajar o por que le perdieron el interes a la escuela.

Porque tienen problemas familiares o' porque tienen que trabajor tambien por que prefieren quedarse en casa.

Porque tienen niños, Porque no le gusta estudiar, Porque los padres no los soporta.

Porque tienen ganas y no les gustan estudiar o porque no pueden seguir estudiando.

Porque tervan qui irsa a sus pais.

Porque se cansan de las clases y no asistan a la escuela

porque se aburren de las escuela, o porque se casan o trabajan.

porque quizas no estan bien orientados.

Porque quieren tener su femilio, trabajar y tener su corro.

Porque puerden el enteres de la escuela. Por tanto badolismo que hay hoy en dia.

Porque pueden tener problemas familiares.

Porque por enveces las muchachas salen embarazada y los muchachos porque tienen muchos problemas.

Porque pinsan que como los trabajos estan escasos si siguen estudiando o van a la universidad creen que perderan el tiempo.

Porque no tienen muchas oportunidades para el hispano

Porque no tienen el apoyo suficiente de sus padres y no los ovedecen.

Porque no tienen el apoyo suficiente de los padres yno los obedecen.

Porque no tiene alluda para seguin estudiando

Porque no saben ingles para cundo coje una case en ingles y el maestro le habla pues uno se ciente mal

porque ho entiende nada de lo que le dece el maestro o los amigos.

Porque no les gusta la escuela o porque quiren trabajar.

Porque no aprenden el ingles y porque tienen que trabajar y por que consiguen travajo siendo menor de edad.

Porque necesitan dineto y quieran trabaja

Porque muchos se casan o no quieren i r mas parala escuela o no tienen suficientes oportunidades.

Porque muchas veces no tienen el apoyo de los padres y tambien algunas veces ellos siguen el camino de las malas juntas ese es oto problema

Porque la verdad sus padres no se interesan por el futuro de sus hijos, y no les importa que les pueda pasar el dia de manana.

porque ellos se llevan de los vicios de la otra gente. y se retiran.

Porque ellos persiguen los otros jovenes que estan metidos en droga por eso ellos abandonan los estudios ante de graduarse.

Porque ello creen que son todo

Porque desean trabaja, para gonan dinero y ser independiante combral carro virlin solo etc. Tambien cuando, se sienten que los cosos para ellos son mos dificil por no saber inglish por los dragos el alcohol por la oputunidad de independencia que este

Porque cuendo tienen la oportunidad de trabajan y genar dinero se sienten capaces de hacer su vida sin tener que ir a la escuela: Tambien porque no tienen el apoyo de los padres y porque muchas veces se le dificulte el idioma.

Porque cren que si degan la escuelas creen que ban a tener todo en el mundo.

Porque creen que tienen mas posivilitates en el trabajo.

Porque casi la mayoria de los hispanos vienen para tener un mejor futuro y ellos quieren tenerlo desde que llegan al paiz. solo que para esto tienen que dejar los estudios y trabajar en cualquier cosa. para producir dinero.

Porque auemos hispanos que por quedar vien con nuestros conpaneros lo acemos las drogas por falta de atencion de los padres.

Porque algunas veces se desesperan y creen que dejardo la escuela van a encontrar on porverir mejor pero es todo lo contiario.

Porque algunos no les gusta estudiar o algunos tienen problemas familiares, hijos, o estan embarazadas las muchachas o tienen problemas cuantoa drogas

Porque algunos muchachos cambian sus opiniones se ponen a malospasos aunque algunos son asiy estan en la escuela pero que no sigan sus estudios porque son unos osiosos que no quieren seguir porque de poder pueden seguir pero no quieren.

Porque algunos de ellos quieren trabajar y dejan los estudios para irse a trbajar.

Porque alguno se ponen a trabajar y dejan su estudio para mentenerse y mantener a otros.

Porque a veces necesitan dinero, el cual talvez sus padres no se lo puedan dar y entonces prefieren

trabajar que estudiar.

por problem con sus padres y tambien por asunto persona les con sus padres de la educacion.y tambien por andar en el medio asiando cosas que no se deben hacer alguno no les gusta los profesores porque les exigen demasiado los profesores, y tambien por la droga.

Por vicios que le perjudican mucho y no pueden estudiar.

por trabajo y para mantenerse

Por trabajar

Por tar en el tiguenye

Por tar en el ti sereje

Por que tienen que trabajar.

Por que tiene mas posibilida de en el trabajo.

Por que son jovenes inrepectuosos no tienen quien lo aconseje

Por que pueden tener problemas familiares. Por que algunos le dan su tiempo a la droga. Por que no pueden pagar la universidad.

Por que no tienen una persona que los aconsejen mas.

Por que no les gusta la escuela o no le va vien en los estudios o tienen algun problema etc.

Por que la claseses es ingles solamente, no hay classes bilingues y no entiendo bien el ingles por eso mucho estudiantes se-van de las escuela

Por que ellos quieren tener dinero y no quieren esperar mucho tiempo sino tener dinero a temprana edad para comprar lo querieran o para ir a una discoteca a bailar.

Por que alguno joven tienen que trabajar Para sus hutile par que no tienen la suficiente alluda

Por que algunas o la mayoria de muchachas salen embarasada y no pueden seguir la escuela por la responsalidad y otros por que no le gustan venir a la escuela.

Por problemas familiares. Por el vicio de las drogas o del alcol. Por falta de recursos.

Por problemas en la familia y por que salen. Embarasadas

Por problemas en el hogar, por la drogas, por el casamiento

Por nesecidad de dinero y porque la escuela no de le dan a los alumno un trabajo para ayudar a sus familia y terminar sus estudios

Por necesidad de dinnero y de trabajar por la escuela no lesda el dinero que necesitan.

Por motivo que algunos estudiantes se meten a las drogas y otros estudiantes no le gusta la escuela.

Por los visios los atraenli. 2. Por el todo de los padre. 3. Por su descriminacion en la escuela. 4.

Por que muchas vese no esta legales en el pais.

Por lo quele pasa en ella porque no tiene interes. Porque tine mas posivilades al trabajar.

Por las nececidades de dinero, otros no amieren estudiar, sus padres no se ocupan de llevarlos a la escuelas ect.

Por las malas amistades y los drogas.

Por las amistade de conpanero que son mala para ellos. Mala conpania y por drogas.

Por feleas en un casa o que le majaria ya tienen hijos.

Por falta de estimulo en la escuela y por queser trabajar.

Por falta de dinero en la familia tambien por las drogas o porque algunas chicas quedan envarasadas

Por falta de comunicacion entre padres e hijos

Por dinero quieros trabajar para tener dinero y djan la escuela aveces las malas influecencias tambien.

Para hacer lo que les plasca porque para ellos es mas importante trabajar que estudiar. Ganar que aprender y quieren el camino facil. Tal vez por problemas economicos, por ignoranicia hay muchas coras por las cuales abandonan nus estudios.

orque ganan mas dinero trabajando. que estudiando.

No se

no insentive / t o many distractions / e x / children, jobs

My opinion is the hispanic people leave school because start selling drugs.

My opinion is that when a spanish person leave school is because they start dealing with drug and because they are getting a lot of money we think our problem is solve but that's not the point we are able to have our education no matter what.

Muchos lo hacen porque necesitan trabajar por su porvenir. Otros por q' tienen q' cumplir con alguna responsibilidad. Otros porque no tienen ningun interes de seguir estudiando y prefieren irsen a las calles a bagar.

Mucho can en la droga en el alcohol

Muchasvecessedebeaquesalenembarazadasmuchasmuchachas y piensan que hasta hay a llegado su vida y algunos muchachos la dejan por causa de los vicios o cuestiones de trabajos muchos tienen que trabajar para mantenerse.

Muchas veces por la falta de comunicacion con sus padres, desintegracion familiar, y q' los muchachos se enrolan entre las drogas y el alcohol.

Mi respuesta es que algunos jovenes quieren casarse y dejan sus estudios algunos se entran a las pandillas y llagan hacer drogadistas, otros por problemas en la casa.

Mi opinion es porque nosotros los hispanos venimos a progresar por lo tanto un estudiante le dan un trabajo donde le pagan 200$ el ve mejor trabajar a estudiar porque somos hispanoscon familia enmuestra paispues hayuna razonpor la cualregresar alpais

Mi opinion es por muchos problemas que cargan ellos y se meten en mas de lo que estan por que los padres no deberian dejarle tanta libetad y educarlo como se deberia

Maybe some get pregnente. And maybe because they think they do not need education. And think they are big and bad.

Maybe because they have a child to take are of.

Maybe because their not accepted at school or they have problems at home

Los jovenes salen de los escuela, muchos beses las drogas, por trabajar, o se casan, o quieren jendes drogas en la calle con su otro amigos.

Los hobres prefieren el camino facil y muchas muchachos se metenen familia a muy temprana edad.

Las muchachas hispanas en general abandonan la escuela por que son madre solteras y tienen que trabajar por su situacion economica. Los muchachos hispanos alguna veces es por su situacion economica.

Jovenes hispanos abandonan la escuela por la infleuencia de sus amigos y por que los padres trabajan y no le prestan atencion a sus hijos, las drogas.

its boring and to much work

in my opinion some Hispanic teenagers leave school because of all the requirements.

I think that when you get here at first it is very hard because of the language. It is very hard when you cannot understand what theother perscnis saying I think that they feel out of place and they do not continue school.

I think sometime they had a reason for doing that. But some other time they just don't want to come to school.

I think kids leave school a head of time because a lot of kids don't value an education. Teenagers feel, there's no purpose staying in school so they rather hit the streets.

I think it is because they just want to make some money, so leave school to get a job or do anything in the street finally to get some money. That's one of my opinions.

I say because of problems, people that influence, people who thourt (?) or some times Because of work, drugs, alcohol.

I don't know, I am not dropping out

I don't know

grow up and understand what our environment is like.

get married, or pregnant

Falta de impulso, interés. Falta de comunicacion con padres.
Faita de motivacion de parte de los padres. Para ensenarles. Porque no les interesa. Porque se meten a drogas.

Es aburido para ellos, se sientene bergensoro (avergonzados) con persona menor que ellos, se ponem asen cosas que le de dinero.

En mi opinion, por nesecidad del dinero. y el trabajar. Porque trabajamos despues de la escuela o en

la manana.

En mi opinion los jovenes no se graduan de H.S. por drogas, o problemas familiares hay muchas razones pero para mi la Principal es porque la droga los atrae mas que los estudios.

En mi opinion abandonan los estudios por problemas familiares y por las drogas. Porque hoy la juventud esta perdida eneste problema

Ellos abandonan la escuela para casarse, otros para estar en la calle asiendo cosas que uno deben aser usar droga.

Ellos abandonan la escuela par diferentes causas como no tiene suficientes recursos para asistir a la escuela Necesitan dinero para utiles escolares algunos los padres no influllen en ellos no lo obligan a ir a la escuela. problemas con la familia.

ellos abandonan la escuela antes de graduarse porque algunos quiere ser popular y otros porque alos padres no le inporta lo que hagan.

Dejan la escuela porque se forman pleitos dentro y fuera de la escuela barios casos es por la droga Creo que muchos se desaniman de la escuela porque quieren tener dinero y estar siempre a la moda y para eso necesitan trabajar o algunas veces tienen que matenerse ellos mi amos.

Creo que es la inseguridad y la falta de motivacion que se nos influye por medio de nuestro compañeros. Tambien la ambicion de querer tener ropa y carros bonitos, y en la escuela uno no podria poseer eso, sino por medio de vender drogas.

Cause they're tired of school

Cause they think they would not be accepted in college and that drugs give them more money then to stay in school or work in McDonalds.

Bueno yo piense que debe de haver mas interes en los estudiantes hispano cre que se lan de la escula por la cituccion economico y el idiema.

Bueno en mi opinionyo creo que deben dar mas clases sobre drogas y de sex porque algunas muchachas lo alda donan por que saben en barzada y otro muchachos por la droga tambien deberian preguntales si lo ven procupad a ver si tien algun problema con s

because. They want to make some money buy a car etc.

Because they want to bunking a lot and they doesn't know what are they doing.

Because they want to

Because they want money and they are not getting money in school.

Because they think college sucks.

Because they start to go out with their friends and they see how other people act, some people said that when they grad. they went to college and have to work in a fact. So teens dropout to make money working and some of us just think of the easy way

Because they sell so much drugs they forget about school.

Because they need to do other things because of problems they have.

because they might of had bad influenced friends, have problems at home, they think is cool to leave and just do nothin

Because they learn so much from school so early they think they can make it on there own.

Because they have some type of problem.

Because they have kids and there's no one there for them to take care of their kids.

Because they get married and they have to work to get a living.

Because they get into dealing drugs and see so much money that they forget about school.

Because they feel like it and because they want to have a job to have money

Because they don't like school, teacher don't act like they care, teacher don't press attention.

Because they don't like it or feel that because they think that if you don't know English you are stupid and they would rather sell.

Because they don't have someone to guide them. They become fathers or mothers. The gangs.

because they be smoking to many blunts

Because they are tired of school.

Because they are stupid kids that do not know what they want.

Because there's not enough support for them in school

Because teachers don't take time to help more.

Because sometime they have problems in their families and they feel confuse maybe they can't concentrate in school or economic problems. "Money"

Because some teachers don't really care about them. And because they can't work because they know no English so they drop out and sell drugs.

Because some students have problems with subject and don't like to wake up in the morning, they prefer to stay and sleep

Because some people say I hard some they get involved in drug and they don't care about school and they leave school

Because some of them leave school because there to do and in a low grade.

Because some of them get married.

Because some feel that it is too hard to become somebody in the country. Some don't even get the chance.

Because some are lazy, some just drop out for their friends, and for their doing drugs.

Because of the teachers or the parents mess them up.

because of peer ressure sometimes in the family, or because they can't take the pressure of high

school.

Because of economic necesities

Because Mount Pleasant high school teacher they don't teach properly to the students.

Because many Hispanic people doesn't have a communication with their parents so they get involved with drugs and start to selling it and leave school.

Because Hispanic's

Because

Bad school system

Aveses por tener muchas problemas en sus hogar e r a par algun vicia que ellos tengan, a simplemente ma les gusta el estudio.

Aveces porque que victimas del racisimo, otras porque us eucululran el dypoyo mecelouio de worte de sus padres, prefereres. Trambien porque un les gusta la escuela o porque seucillomente creo que no necesitan la educacion que esta mas quida.

Algunos se involucran en la droga. Otros prefieren conseguir trabajo. tambien algunos creen que no van a progresar en la escuela.

Algunos porque tienen problemas consus padres otros por drogas.

Algunos por la droga, las muchachas porque salen embarasada, problemas en el hogar.

Algunos los abandonan por problemas familiares o malos juntar.

Algunos estudiantes por droga otros por recursos ecenemicor.

Algunos abandonan las escuelas porque no se creen capaz de desempeñar una buena funcion, y otros porque no tienen quien los oriente al respecto y les puedan decir el daño que se hace al dejar la escuela.

Algunor porque sajen envarasadas otros por handar en los catte etc.

Algunas veces es por que tienen que trabajar para pagar sus estudios por que en este pais son muy malos.

Algunas tienen hijos y un esposo a quien atender, algunos encuentran el camiro facil y algunos porque quieren trabajar para comprarse ropa.

Algunas por el visio de los draga por no tener coprencion con sus familiars y algunos porque se importa poco no saver ingles.

Alguna veces por no oportunia o por drogas que estan vendiendo en la escuela y se decide vender en la calle.

Alganos de los jovenes quieren por algunos nos.

A beses son los amigo por que homesnia elegodo apendar muchos beses me no v i r medice combiote di eso en cuelo que no sirbe abeses los romures tegenorn lo cobese de desparatoes de penden de los amigos que por ellos los comos convion.

1. Teen pregnancies. 2. Job opportunities rather than staying in school. 3. Differences of cultures, some hispanic don't adapt well when they first come to U.S.
1) Porque se cansan de i r a la escuela no tienen algo que los motive a continuar la escuela., 2) Por un obstaculo, ya sea familiar o personal.

STUDENT RESPONSES TO " WHAT HELPS HISPANIC STUDENTS GRADUATE?"

1) La comunicacion entre los maestros, padres y amigos. 2) Interes en la materias.

1)Comunicacion entre padres,2) Educacion.

1. Los horarios, de clases, ya que muchoes trabajan. 2. El sentir que los maestros se interesan por nosotros este es algo muy importante porque nos da la fortaliza para sequir adelante etc.

a car. to get to school and something to look forward too.

a job and have a car to come to school and to go to work.

Algunos profesores que se preocupan e intencivan a los estudiantes a que sean algo en su vida, a que finalicen sus estudios.

1. Areglandotes su problema en la escuela. 2. Lo queno estan legal en el pais fersaerle su visa acabia de su graduasion.

attend school get proper education

Because we want to be come some one in this world and we don't want people saying we are lazy and all sobs you don't harly see Spanish people.

Because your mom helps you and tell you stay in school. If you quite you are not going to be nobody in the future.

better teaching methods among teachers, and helping students in there educational problems in school and in the learning.

Bueno primaramente que ponga toda su parte en to que esta haciendo y asi podra pasar todas las metas con ayuda de Dios y con bastante Fe

Bueno, yo por ejemplo quiero llegar a hacer una doctora en medicina. Quiero ayudar a mi comunidad hispana ha progresar en el futuro. y tambien quiero asegurar un mejor futuro para mis hijos.

By always telling them they could have better life if they wanted to. Programs. Personal council. classes bilingues y los profesores que nos ayuden en las classes

come to school every day. Study at home and do the homework they give you.

Communication with their parents.

Confidence

cuando los padre los alludan a los hijos y les dan buenos ejemplos.

De que algunos quieren llegar a algo y saben que si ellos no se graduan no muy facil van a poder conseguir un travajo bueno, y otros quieren llegar a ir a la universidad y valer de algo

Don't smoke to many blunts

El animo y ganas para graduarse.

El apoyo de padres y maestros. - y mas ayuda Economica para los estudiantes de minoria que desean ir a la universidad.

El deseo de superarse en este pais y poder seguir adelante en la universidad.

El empuje de los padres y maestros

El esfuerso de superarse.

El esfuezos de los maestros juntos con los padres tambien el interes que ponen o que sienten por llegar a ser alguien en la vida.

El intere que tengan los padres en sus hijos y las nececidad de ser alguen en la vida.

El interes de estudio al querer triunfar en la vida para uno ser un profesional

el interés por superarse

El motivo de ver realizodos sus suenos o de que sus padres y familia los vean realizados profecionales.

El tener mas ayuda a orientacio acerca de los estudios o clases que ellos necesitan para graduarse y para ir para el college.

Ellos queiren ser alguien, Piensan en el futuro como seria sin los estudios. Saben que no pueden tener cualquier trabajo.

enseñarles lo mas posible que pueded.

Estudia mucho y hacer todo lo que sea possible.

estudial, no tomar alcohol, etc.

Estudiamos para tener educasion y para llegar a ser alguien en la vide para trabajar y llegar a la universida.

Estudiando duro, y el apoyo de los padres.

Estudiar

Estudiar bien clase

Estudiar, sacar buenas calificaciones, no tener malas influencias en la escuela (Study, get good grades, don't have bad influences in school and have a good reputation.)

Friends

Get to be something in their lifes.

Good teachers, good friends, a nice families etc.

good up bringing

grow up and understand what our environment is like. 2. Confident. Seeing that someone cares and is there to help them and especially the ability to speak english.

Hacer programas sobre droga.--Hacer programas sobre sexo. Hacer program para que el alumno

diga lo actividades. Hacer programs sobre alcohol.

Help from parents. Help from teacher.

High school.

I guess we have to study a lot!

I think that the hispanic people that graduate go through a lot of trouble but they are sure of what they want and they go through it.

If they did take more time to help

If they have someone to help them and let them know they'll be able to do it. Have special programs that have to do with education also teachers that are willing to give extra help. The parent having an education gives them something to look forward to.

If they parent pay them if they get good grade, to be successful

If we got paid for each class

Information in school.

It depends of family background.

It helps us by coming to school everyday do our work do good in school and by participating in school activities.

Just studying some harder.

Knowing that they can do better, teachers giving them that little push.

La ayuda de los maestro hispanos, de los companero y raramente de algunos maestro americano

La ayuda de los maestros

La ayuda de los padres. El interes del alumno por superarse. La ayuda de sus maestros.

La ayuda de sus profesores y su empeño en el estudio.

La ayuda economica el inters en el estudio. Los programa de orientacion, etc.

La ayude de los padres. Y la de los maestros, el interes que prestan al hacerlo

La economia de padres, apollo

La familia y la meta que cada alumno tiene

La importancia que hay que darles a los estudio basicamente y que tienen que darle

le metas Porque cuando alguien se propone algo lo logra.

La verdad no se muy bien porque a mi se me ha hecho facil pero mi opinion es en el Ingles tener muy buenas calificaciones y poner un poco de su esfuerzo para que todo salga bien.

Las ayudas o si uno le gusts la escuela uno se esfuerza para graduarse

Las facilidades y el apoyo que nos ofrecen y eso es algo muy importante.

Las ganas de ellos mismos de progresar.

Las oportunidades q' les ofrecen en las escuelas. o muchos ya en alguna ocasion experimentaron la vida en realidad como es sin un diploma por ejemplo la dificultad en conseguir trabajos, etc.

Las posibidades de tener una carrera, y de llegar a ser grandes fanaticos.
la verdad en mi caso, pienso que la educacion que le den los padres a uno es muy importante, Porque si un padres no se preocupa por sus hijos pues entonces no saldran en la escuela. La verdad los maestros tienen mucho que ver en esto y por ellos nosotros salimos adelante.

Learning

Learning more english and helping them get help with lots of school things.

liendo a las clases haciando los trabajos y entendiendo las materias

llevarse de los demas y ellos estan orgulloso de ser hispano

Lo unico que deben de hacer es seguir los estudios hacerse de una carrera para que no tengan que trabajar en una factoria.

Los alumnos hispanos lo que hacen que todos las clases para si obtener credito para poderse graduar.

Los estudios, los profesores, los amigos que estos escojan para estudiar o andar junto con ellos porque la influyencia de los amigos es muy importante en esta etapa, y otro es la ayuda y las facilidades que nos ofrecen en la escuela.

Los horarios de clases porque hay estudiantes que tienen que trabajar. Sentir que los maestros se preocupan por ellos.

Los horarios de clases y sentir que los maestro se preocupen por nosotros.

Los posibilidades y el efuerso que hasen para salir por los menos de high school.

Los qu tienen todo lo que no necesitan nada y se apuran en el estudio

Los que se graduan tienen interes en ser alguien en la vida y de progresar.

Maestro hispanos

Making the class more interesting by doing activities.

Mas ayuda modal sccia economica

Mas ayuda moral, social y economica

Mas comprencion tanto en su casa como en la escuela y tener ganas de aprender. Aprender ingles.

Mas intirez en ellos. Clases que le hablen de somos importantes. Ma clases E.S.L. Clases en Espanol.

Maybe if we can get part-time jobs we don't dropout, some of us just want to help our parents.

Maybe the activiity's they do. They get into it a lot. And maybe their parent help them stay in school

Megor educasion y un trabajos para los estudiante.

Mostly motivation

Motivation to go to school.

Muchas veces por el gobiermo o parlos prestamas que le dan las escuela o parque tienen deceos de

treminar y ser alguien en el futuro

Muchas veces son estimulados por sus padres o tambien hay muchos estudiante que se proponen la meta de graduarse y pase lo que pase son fieles a sus estudios.

Muchos de nosotros queremos ser alguien en la vida y cuando nos casemos darle un vuen porvenir a nuestros hijos.

No homework

No meterse en familia y la ayada de los padres.

No se

no se

No se

No usar vicios como la drogas el liquor el cigarrillos etc.

Nosotros hacemos lo posible para graduarno pero. hay muchos tambien que se graduan y yo quiero tambien graduarme porque me gusta la escuela. (We do what we can to graduate but there are many who graduate and I want to graduate too because I like school.)

not having teacher who think they know spanish and always mistreating Spanish student. If they don't like spanish student ans why are they teaching it.

nothing

Ofrecen becas que los ayudan. Estan interesados en tener una profecion y graduarse de la universidad. algunas universidades los motivan a seguir progresando y les ofrecen facilidades.

On going to school and graduating.

Other hispanic people. like teachers,students, family and friends.

Para poder aser algo cuando ya sean padres.

parent

Parents attention and education

Parents attention and education

People who help us out. There are a lot of role models in this school who I look up to they get me motivated and get me to be the best I can

Podiendo cojer clases en espanol y dyando de que ellos pidean sus clases.

Ponernos atencion, asistir diario a la clase. sacar excelente natoa. y que no se dejen llevar por las cosas que hai en la calle.

Por la ayuda que le brindan los padres. Y la ayuda que los maestros les dan a los alumnus.

Por que es muy importante estudial y saber ostros idioma.

Por que le prestan un tiempo al estudio y asen producsis el sueño que ellos esperaban

Por que quieren tener una buena profecion y graduarse.

Porque hay muchos programa y eso los motivas a termina la escuela.

Porque los Hispanos no tienen oportunidades en sus paices como las tienen aqui.

Portandose bien en la escuela no contando clase, acistiendo todos los dias y no llebarse de los otro estudiante que hacen todo las cosas mala.

Positive attitude, trying to success their goal and having someone who always is trying to get them in the right direction.

Que ay muchas oportunidades.

Que estuden, que mejoren sus notas y que vengan a clases.

Que estudien mucho para sacar sus becas.

Que estudien mucho y que sus padres lo ayuden y los aconseges.

Que le den becas a los alumnos y trabajos para que nosotros puedanos seguir adelante con hispanos y de todos los alumno de todos los paises progresar.

Que lo ayuden y que tenga mas profesores hispano

que los orienten mas y le faciliten mas los estudios.

Que los padres las animen a teminar sus estudios y los medios economicos en que se encuentren.

Que los padres le ayuden y odo yen en todos los que ellos necesiten.

que los padres llenben la disiprina en su hijo y poniendo un poco de alluda entre nosotro mimo.

Que se dediquen a sus estudios y hacer un fuerte esfuerzo por aprender el idioma ingles.

Que tengan interes de graduance y ser profecionales en este pais.

Quizas la motivacion que nuestro padre nos influyen y las influencias que algunos miembros del departamento de educacion tratar de ejercer en nosotros.

Recognition And help.

role models

Sabiendo ingles por que asi toda les es mos facil para entender toda los coloser y aprender mos.

Scholarship

scholarship

School interests

Se preocupa por los estudio.

Segir adelanta en los estudios y para que en el futuro no les fatte nada.

self confidence

Sequir adelante y nunca cansarse.

Si le una beca

Si los padres apoyan a sus hijos entonces ellos comprenderan que sus padres se estan scrificando

para que ellos estudian.

Staying away from drugs.

Sticking to school

Study and stay in school

Study and try to learn.

Study English and be inteligent.

Su interes de ser alguien en la vida y de demostrarles a los demas que estudiando o tu puedes lograr las metas que te forjas.-

Support

Support, and understanding

Teacher and parents

Teacher, parents, some friends.

Teachers and people who show them that they care for them and their future.

teachers if they are nice to you, if your parents are behind your back and telling you how important education is

Teachers teaching more

Teachers that help the alot.

Teachers that help them understand the naterial teachers that care.

Tell the teachers not to be prejustice.

Tener el apaya de los padres y voluntad de ellos.

Tener un consejero que lo ayude o cualquier persona que lo ayude

Tener una buena educacion.

Tener una oun consejero en la casa

The help from the parents.

The motivation given my certain individuals.

The one thing that help them graduate is their parents support, and the need to be somebody, to know how to write and read, to be somebody in the future.

The opportunities that some teachers offer like clubs opportunities to study after school and sports, that helps for a student to stay in school and graduate.

The teachers

The way their parents brought them up.

their culture

Their parent because that is the rason why our parent came to this country for a better future for us.

Themself's

They go to school for an education.

They have a strong family backing them up. They feel they are capable of handling school.

They know there laughect very good

They must help themselves and they must realize they can do it and as they go other people shall help them on their way.

Thinking about a hispanic running for office or hispanic helping or race. Make a name for us, or you want to make a name for your people.

tiene que trabajar para mantener a su mama o a un familia para pagar Bill dejar pagar apartamento.--2.Necesitan tener programas de trabajo para los estudiantes que necesitas ninero para alludar a su familia y costear un gasto para pagar el transporte

To get hopefully a better education. To teach them what is right and what is wrong and the wrong about selling drugs.

to have somebody on them

To see their friends do it and know that they can do it too. And the motivation that they get at home from their parents.

Todo los trabajos que pasan cuando yegan y alguna veces la discriminacion ayuda y se cansan de ser mandado por otros y desiden graduarse para ser Alguien.

Too stay in school, school programs.

trabajar duro

trabajar duro

tratar de hacer las mejor

Tratar de poner mas atencion con las necesidacles de los estudiantes no solo hispanos si no tambien de otras razas, plantear una comunicacion mas integra con sus padres.

Trying to keep them in school a good president and for the school to treat the student with kindness, understanding, and respect same way to let them know that they can back it in school!

Una de las cosas que los alumnos de Providence se graduen, yo creo que es por ser responsables en la vida. Y que escogen una meta o mejor dicho una carera que les convenga.

Una meyor educacion y tener chance para mejores cosas.

Unas cosas pueden ser que sus padres los animan desde que están pequeños a estudiar y despues les gustan los estudios.

Yo pienso que algunos nesesitan trabajo y quieren trabajar para ganar dinero, porque los padres no tienen lo sufisiente.

Yo pienso que los jovenes que llegan a graduarse es porque se han esforzados y an logrado, el sueno de graduarse, y que sus padres les dan consejos porque hay algunos padres que trabajan y de noche

es que van alos hijos, y ni siquiera pueded hablar.

STUDENTS ASSESS THEIR PARENTS INVOLVEMENT IN EDUCATION- RESPONSES TO QUESTION #5					
How involved with your schoolwork are your parents?					
Very involved		Involved		Not involved	
#	%	#	%	#	%
134	57.76%	64	27.59%	30	12.93%

STUDENTS ASSESS THEIR PARENTS' INVOLVEMENT IN EDUCATION- RESPONSES TO QUESTION #6

CIRCLE THE THINGS YOUR PARENTS DO:	Circled by students	
	#	%
a. Tell me to pay attention in school	180	77.59%
b. Remind me to do my homework	135	58.19%
c. Punish me if I am late to school or skip school	76	32.76%
d. Read my report cards with interest	172	74.14%
e. Talk to me seriously about my grades	134	57.76%
f. Help me with my homework	72	31.03%
g. Attend Parents' night at school	73	31.47%
h. Make extra visits to my teachers	56	24.14%
i. Join the PTA/PTO	47	20.26%

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STUSDENTS' PLANS FOR FURTHER EDUCATION- RESPONSES TO QUESTION #9

DO YOU PLAN TO CONTINUE YOUR EDUCATION AFTER YOU GRADUATE FROM HIGH SCHOOL?							
Yes		No		Maybe		No answer	
#	%	#	%	#	%	#	%
191	**82.33%**	3	1.29%	31	13.36%	8	3.45%

HISPANIC STUDENTS' SELF IMAGE: RELATIONSHIP TO SCHOOL- RESPONSES TO QUESTION # 10

CIRCLE TRUE OR FALSE FOR THE FOLLOWING STATEMENTS						
	TRUE		FALSE		NO ANSWER	
	#	%	#	%	#	%
a. I like school.	200	**86.21%**	21	9.05%	11	4.74%
b. I am good at schoolwork.	168	**72.41%**	47	20.26%	17	7.33%
c. Teachers like me.	198	**85.34%**	29	12.50%	15	6.47%
d. I will get a better job if I graduate.	211	**90.95%**	10	4.31%	11	4.74%
e. I want to improve myself.	215	**92.67%**	6	2.59%	11	4.74%
f. I'm smart.	169	**72.84%**	41	17.67%	21	9.05%
g. I usually do what my friends do.	28	12.07%	204	**87.93%**	14	6.03%

CAREER GOALS AMONG HISPANIC STUDENTS- RESPONSES TO QUESTION # 23

Medicine

A doctor

A doctor

a doctor

a doctor

Dental assistant

Doctor

Doctor o ingeniero

Doctor y ingeniero

Doctora

Doctora

Doctora

medico

Doctora me gusta mucho la medicina. (Doctor I like medicine very much.)

Doctora o ingeniera.

Odontologo

O dontotoga

Psicologa

Quiero estudiar medicina y musica.

a hospital administrator, President or Vice President

A nurse

a nurse or photographer

A physical therapist

A physical therapist (rehabilitation)

quiero ser doctora

Quiero ser doctora

Some kind of a doctor

Radiologic tech. Una Buena Radiologa

Enfermera

Me gustaria ser sicologo

una psychologa

Yo llegor hacer doctor de todo la medicina.

yo quiero ir a la universidad. To be a Psychologist.una doctora

Una enfermera

Una enfermera registrada

I want to be a vetarian

Laboratista

Business

A business administrator

A club owner

A hotel manager

Cable company manager

Administrador de Empresa

I want to go into Business

I dream of becoming a successful business woman.

contable

business man

Un administrador de grandes empresas.

Una secretaria

una secretaria en una compaña grande o trabajar como secretaria o asafata en un aeropuerto

una secretaria

Secretaria

secretaria o enfermera.

Bueno yo quiero ser secretaria.

o quiero llegar acer una aminitradora de empresa.

una buena profesional, empresoria

una contadora y una secretaria bilingue.

Salesman

Sports

A baseball player

A baseball player

a soccer player

Basketball player

basketball player

Play for the NFL

Un jugados de beisball o basketball

un pelotero professional.

Law

Abogada.

Abogado

abogada

abogada

Abogada estilista y una buena y comprensiva madre.

Abogada

A Lawyer

law or buisnes

Lawyer

Una licenciada en leyes.

Un abogado bilingue

The Arts/ Television

a cartoon artist

Cartoonist or a CIA

actor

actriz

un productor de cine

TV production

News broadcaster

I don't know something having to do with the media.

An artist/film maker

Arkiteckta

Achetech

Arquitecter

Yo quiero llegar a ser un arquitecto

A professional rap dancer

A famous ballet dancer

Una maestra de baile o sea coreografa

una disenadora, o trabajar en relaciones publica.

Fashion and Beauty

Fashion designer

un modelo

una modelo

Una cosmetologa

Una cosmetologa y estudiar accounting

Una profecional cosmetologa

Modelo

Modelo y teenica en computatora

Modelos

yo quiero ser una modelo y adquitetura

a hair stylist or teacher.

I want to be a good cosmetologist and in college I want to take business and save money for my family to be ok.

No tanto solamente que cuando me gradue en este ano 93 que pasda tambien graduarme de cosmetologia.

Computer Sciences

Un especialist en Sciencia de computadoras

A computer operator and baseball player.

computadora programal

Computer processor

Computer programer

computer programming

Computer tech.

The computer technician or a pharmacist

Pilot

Un piloto de avion F15

Un piloto de la fuerza aeria.

Air Force Pilot

a pilot for the navy

pilot, or computer pro

Piloto

Piloto de jets

Piloto, pilot

Queiro llegar o ser piloto de jets

Other Aviation

Aeromosa

Asafata

flight attendance

aviation mechanic, computer programer.

Law Enforcement/ Military

un policeman

a cop

a cop

K-9 a cop

A police woman

I dream to become a policeman

Me gustaria cuando sea grande. Policia de drogas

A FBI agent. In political studies

spy

Trabajar con el FBI como una social worker.

marine

I really wish of becoming an astronaut

I really wish of becoming an astronaut

Teacher

Profesor

Maybe a teacher.

a teacher or social worker.

A teacher!

I dream of becoming a teacher or secretary.

Quiero llegar a ser una profesora.

Don't Know

Don't know

Don't know

Don't know yet

Don't know yet.

Don't know yet.

La verdad no soy decidida

I don't know yet

Graduation

No se

Not sure

no se todabia (I don't know yet)

Estudio

I don't know yet. But I do want to be the best I can.

Engineering

Ingeniera quimica o act

Ingeniero

Ingeniero

Quiero ser ingeniero de puentes

un enginiero en electrisidad

Un ingenien un sistemos

un ingeniero en computadora

A computer engineering

An architictural engineer and hopefully work at a firm or corp.

A civil engineer

Mechanic

Mecanico

Mechanic

Social Worker

a social worker like my aunt

social walker.

Miscellaneous

una cosinera

traductora o periodista

Big time drug dealer

A gangster

Studying

Un playboy

oceanograph

A Good Person

No quiero exoctamente ser un profecional si no una buena persona con ganas de luchar por la vida

Quiero llegar hacer una buena persona (madre, eposa, amiga) y una profecciona (periodista)

Por lo menos la que mi mama no pudo lograr.

Pues no se pero llegar a ser una persona que sirva a la comunidad.

quiero sel alguien importante en la vida para ayudar a mis semejantes

un cristiano enseña la palabra de dios

Una buena profesional

Una buena persona

An Important Person

Yo quiero hacer una persona importante en la vida.

Una persona importante

una lisenciada. Internacional

A person with a good job.

Quiero entrar el soy

No Answer - 39

STUDENTS RESPOND TO THE REQUEST "DESCRIBE THE BEST TEACHER YOU EVER HAD."

(Question #25)

Mr. X por su interes por los alumnos.

They were all great in away.

Miss X la manera que usa para que los estudiante aprendan a decir las cosas y a espresar y una buena isenanza ases.

El da clases en Roger Williams Middle School. El fue el mejor maestro para mi el me alludaba en el ingles y todas mis materias El se llama Mr. X

Esplicar muy bien la clase

She was sweet, pleasant, caring; she was always there when you needed her, for school problems or personals problems. She was a sweet heart.

Mr. X Es una buena Profesora ella halluda ha todo el que lo nesesita Por eso llo la quiero

XXXXX

Es una persona muy comprensiva, ofrece ayuda cuando los necesitamos, nos ofrece consejos.

Si, el se intereso en mi espuelso de aprender y el trato de componder que mi cultura era diferente.

lo que mas me ha imptresionado es el interes que ellos demuestran frente a los estudiantes por que aprendan.

x es la mejor que yo halga tenido porque ella se preocupa en verda por todos sus alumnos para que aprendan hablar Engles.

Mi maestra X. Me gusta su forma de ensenar es muy estricta al dar la clase.

Que es plicava vun las palabras en ingles y anuces la traducia.

Bien bueno y explicaba todas las clases que daba en ingles y espanol.

Si no ponia atencion llamaban a mis padres y me castigabany ahi yo mejoraba.

She understood us and knew where we came from (Spanish teacher).

She cared about us. If she had to go to our house, for any reason she would of gone. She made the class fun, and tried to our friends.

No me acuerdo pero alvares es el mejor

My art teacher Mrs. X. because he worry about me.

Miss X. se preocupa por que todos su estudiante aprenda y trata de ayudalo en su problemos personals y le da conser.

x cuando no entendia algo volvia y repetia el capitulo o se quedaba despues de clases contigo para ayudarte mas.

x porque el se esfuerza por los estudiantes.

me ayudaba

He was funny and was very close to us

She was fun made me laugh. I used to like doing her work.-

era muy recta en el salon

She was nice and loveable. She took time to teach each student at a time.

Never had a best teacher they all suck the big one

Ella esplicaba todo lo que iva a decir

X

Explicaba la clase de cuerdo a mas to mivel

It was my fourth grade teacher she was bilingual. She used to teach us in english and if you didn't understand she would translate in spanish.

Ms. X. she was very strict some times playful and very good person.

Si este profesor explica. bien la clase que en brokly. El trataba de explicar tambien en espanol.

Este maestro era bien inteligente siempre hacia cosas diferentes

Dr. X

2 grade very sopportive helping in schoolwork and personal problems

Fueron los profesores de Ingles, me gustaba mucho la forma en que ensenaban y la paciencia que tenian poira hacer loc.

Son simpatica en clase y tambien se preocupa por eseñal a los demas

Todos, los considero muy buenos y trabajan como deven para la enseñanza de los alumnos

The way of teaching that they use.

My eighth grade teacher She was Puerto Rican she thaught us well She understood us, where we came from. she cared.

Nos queria y nos dava inportancias

Este que un maestro enpuerto rico no bueno con migo si tu aciez alef fuera de orden te toba consejor enos maestro en el salon y amigo a fuernia se que daba ofuesa ablando con los estudian en la hora de almuerso.

Me ti eron ser amisted me en se naron abalar ingles.

Bueno tema una maestra cuando bine aqui por primera vez que me trataba mal por que no entendia English.

A math teacher, didn't go on with the class until everyone knew what they was doing. also got along with the students very well.

My best teacher is Mr. X. because he is so nice with the students and he is very fun, he is not bad. Whenever are sad he always are so happy.

Su esplicasion era muy clara y muy come y sus clase eran duta y t alavez fasiles.

She teach me my first words in English and she was very patient with me when I did not understand.

My best teacher took time to help me alonge. He never I couldn't do something. He knew what he

taught and be taught it well.

She was so nice and polite. And also kind. She trusted all the kids the same.

Mr. xxx science when I was in the seventh grade Because it wasn't all work if we done work it was fun It was in a exciting game

He made the class interesting.

Auese preocupaba par su clases y su materia y las estudiantes

Este maestro era bueno comprensivo

Well she didn't give alot of work she didn't scream

Era una persona maravillosa comportia con nosotro, nos trataba muy bien y nos esplicaba cuantas veces fueron necesaria

Me ejudaba en los estudios me comprendia mucho y me entendia.

She was fair with and would help you out and you could talk to her as a friend and had a slamen figure.

They would talk to you and try to make things better. They would give you more attention.

So manera de ensenar y de llamarte la atencion de una manera muy especial pero ese es el mejor profesor es enojan disciplinado pero tambien compensivo.

mi maestro en Santo Domingo, el fue y será el mejor maestro que he tenido en mi vida, cuando yo no entendia algo, yo le preguntaba y me alludaba, pero ahora yo pido explicacion, y lo que me dicen es que no van a repitir dennuevo.

The best teacher I think I ever had was Ms. X a science teacher and the reason why I like her is because she teach me many thing I did not know about science.

The best teacher I think I ever had was Ms. x a science teacher and the reason why I like her is because she teach me many thing I did not know about science.

No puedo pensar en ninguno porque todos han cido muy buenos y siempre me han ayudado y me han impresionado.

Mr. X. El me ayudaba a estudiar a que aprendiera hablar Ingles. y que siempre me ayudo a todo.

none

Me ayudaua mucho y se interesava en todo lo mio

Mr xxx era bien bueno

todos son buenos

Vargas, el siempre nos pregunta que no sabemos sabre la tarea y no lo esplica muy bien.

That she taught me with a nice view and made everything easily and understanding.

She use to come about me. She use to talk to me when she notice that was something wrong about me the best thing she use to be my friend.

Yo pienso que la maestra es muy respectuosa buena profesora tadabia no me hor impresionado nada de ella.

Ella me explicaba las cosas bien y no me esquibaba siempre oia lo que yo tenia que decir.

nada

Mrs. X when I first came here she help me a lot ot learn English she was very nice and treated me with care. I learned a lot from her, she was very understandable.

Mrs. X ella ensena a los estudiantes (Mrs. X she teaches the students.)

Lo que ne impresiono mas de el que su forma de explicar de como hacer entender las clases el carino y muchas mas cualid ades.

Mr. X que el me ayudaba mucho cuando yo hacia algo mal en la tarea el me ayudaba. Con el aprendi mucho el Ingles

mister X el me esplica en ingles y en espanol (Mister X he explains to me in English and in Spanish que me ayudaba en mis estudios

Mis xxxx es muy bien. buena maestra y enseña bien el español.

Mi enseno a hablan ingles

Mr. X. he worries so much about students.

Funny joke around.

My teacher tells us what was going on.

El era buena jente y

Me preguentaba como me sentia me aconsejobas si tenis problemas me ayudaba com mis preguentas.

Mr. X. el le ensena a uno los cosar de la escuela y buera de la escuela y mi el ve que uno tiene problemos el to ayudo avno cosi fiera in padre.

The teachers were strick, payed close attention to students, rewarded students when they worked hard which was most of the time.

He brings the best out of me

Didn't have one.

Mr. X. he teach very good.

Cuando veia q' me iva mal en algo me preguntaba q' era lo q' no entendia y repasaba conmigo. Ponia interes en mi.

Mr. X - computer lit - he made the class fun with being nice to his students. Mrs. X typing - she is very funny and I like the way she teaches, if you have to make up work she would let you.

Mr. xxx. El me ayudo muchas veces en mi trabajo. Cada ves que nesecitaba a alguien el siempre estubo hay.

Un buen maestro que se aceica a mi y me dice paede comparter tus problemas con migo (soy tu amigo) etc.

Mr. X. Porque siempre ha tratado de ensamac la monera mas facil para que sus alumno entiendan y aprendan.

He had respect, listens to you

Mrs. X. She was the sweetest teacher ever. She had a way of teaching that made everyone want to

be in her class, but besides being a great teacher, she was also a great friend.

Para mi todos son iguales solo hay que ganarselos.

This teacher was a great teacher because she explained it very well and went desk to desk to make sure each student understand and she was funny (had a good sense of humor)

Para mi todos.

he related to us more told jokes told the totel truth strick but fun

Alvare, brertran de ellos me gusta todo son comprensivo y muy bueno.

Yo tuve una mejor maestra porque ella tratava de enseñarnos tratava de comprendernos.

Este maestro era muy bueno con nosotros el nos ayudaba despues de clases si no podiamos haceralgo.

Mr. X. es una persona incrediblemente inteligente me gusta conu maestro proque vienpre esta atenti a todos sus estudiantes, te ensena a ser diciplinado y te da conjuanza en mi misma y me crupuja hacia el exito.

Que erra muy extricto pero los endendia como persona, y alumnos.

El entendia como me sentra no era muy recto con migo proque sabia que no tenia mucho en el pais.

Miss X Porque ella sabe como ensenar y como hacer que los alumnos entiendan la clase.

He or she treat me with respect.

Mr. xxx He is funning and kind

Era muy profesional, sabia explicar muy bien lo que ensenaba.

El era bueno y hacia a los estudiantes reir.

estudio mas y hago la tarea

como se porta con sus alumnos.

Mrs. X because she was nice and she gave me mostly good grade.

Well this was in the 5th grade when I came from Puerto Rico, I had the best teacher, she help me a lot, she supported me.

No

Math teacher

Las cosas que me interesaron fue que esta maestra me trataba bien y siempre salia con migo.

no porque cada maestro es diferente

Era bien estricto con la disciplina y con la materia.

Quele ensenan mucho con pasiencia.

una maestra que se preocupa par mi tarea si no la ago asi la ago

El se preocupa por que aprendamos porque nos esforcemos y saguemos mejores notas.

No solo era un buena maestra, en su ensenanza si no era una companera.

Uno en el 8 grado fque el comprendia a los estudiantes y no gritaba y reganaba el era buena persona.

He always try to help us studentin class he takes his time to explain he is the best.

She was the best teacher I've ever had. She told me to do the best I can do to never quit that's why I

care about her a lot

She was my best teacher because she was sympathic and fun, understanding and caring. she wa always there for me when I needed her. She helped me through alot.

La maestra era comprencida tranquila y siempre estaba bien preparada con la clase que nos daba.

He wouldn't give you a bad grade if he knew that you tried your work.

My mejor maestro me a conseja alejarme de las drogas que continue my escuela nome grita. Abla con migo cuando tengo problemas en my casa.

este maestro era bien chevere explicaba las cosas y las entendia bien

My maestra de español. Porque es to amiga despues de escuela y te ayuda siempre

My best teacher has been Mr. X that has told me what to do.

It was my english teacher Ms. X. a very good teacher she make us feel special.

Funny and fair. He was funny and fair.

Mrs. X. she teaches math and she was a very good teacher.

Be friendly.

Mrs. X. because she always tells us to work very hard and not to drop out and to listen to everything every teacher tells you.

He taught a great class and he knew what he was doing.

I liked my 5 & 6th grade teacher. They would always take their time explaining things to me and I use to love the trips we went on.

Good. she gave little work.

No tenga preferencias.

Nice, listen to me and trust me

She made me laugh and really made me realize that school is no joke.

The teacher was very nice to me. Showed a lot of interest in my work. If I failed a test she pulled me aside and gave me a lecture. She was like a mother.

No tengo no tengo apcecion de maestros todos son iguales.

No

He was very understanding. If we did something wrong he would help us. He cared if we passed our classes.

her name is Miss xxx, I like her because she tought me many things.

Mrs. X. a teacher that knows their subject.

they new how to teach they where ther when I had a problem

She yoos to talk to me and she yous two andenstanding

She was nice and kind. She wants me to stay in school and always work hard.

cuando yo no hago una tarea el me la da a hacer otro dia

My teacher always listened to me he always put himself in my shoes he naver looked to me or any of

us as a student But as an individual who is equal to him and he always believed he wasn't Batter than us just cause he waz a teacher.

me hacian entender la clase si tengo problemas

my 5th grade teacher. She was American and taught me to speak Inglish quiker than when I was in bilingual

Era muy conprencible, me alludaba cuando lo nesesitaba y siempre estaba ettento.

I use to go over to her house and play with her son. She cared for me as a student and as a friend.

This teacher showed me that he cared for my future life and he was eager to teach me.

He wants you to learn. He helps he's interested in what you do.

She was a very nice teacher and cromprends people.

I think the best teacher is a teacher who acculy teahces you something. Because you can be in class all year But not learn anything.

none

she could teach

He look like my fauther, because he is like my fauther, he take care of me.

Mr. X. he really believes in me.

Ms. X. Mrs. X ...

Maestro es muy expreciva y el ensiva daramente y esfrecivementi.

nothing

She would do the best to help us out in learning the lessons ans she was always there for us.

No tengo

Nothing

I never had best be teacher before.

She had a nice figure long Black hair she did alot of nasty things to make me like her

I never had a good teacher

STUDENTS RESPOND TO THE REQUEST TO DESCRIBE THE WORST TEACHER THEY EVER HAD

(Question # 26)

Miss X

The principal. He would never let me tell my side of the story when i was right about the problem.

Yo no tengo peor maestro que no me hallas gustado mucho lo que hacia.

No aplicaba las clases

I never had I teacher why I didn't like, I always do my best in order to pass my course and get along with the teacher.

ha todos los Kiedo y qual

es la profesora de inglés es muy sangana haunque tiene razon con algunos muchachos.nunca

Me discrimino por ser Hispana y de bajos Recursos. No me presentaba ayuda cuando lo necesitaba. (y muchas cosas mas)

Ella me saco de la clase por la forma mia de vestir, pero no era mi culpa era por mi relijion que yo tengo que vestir de esa manera.

da la clase sin importarle si el estudiante esta entendiendo lo que el esta explicando.

Ninguno

El maestro X. Porque solo nos ponia a habrir a los animales para ver que tenian adentro.

Que todo no ponia a escribir y no ensenaba nada ni preocupara pos los hispano

Mandar a escribir sin explicar y no enseyaba las clases

No explicaba o mejor no explica y asi yo no puede aprendes tanto o nada.

Mrs. XXX she thinks she's all that, but she isn't she doesn't know spanish and thinks we're all wrong because we're not from the same nationality.

She got on my nerves. She didn't trust me or believe me. Her class was boring.

No me acuerdo.

Dava en el salon de clase lengua espanola pero no sabia nada ni habia estudiado eso ni sabia esprexarse en fin no cra una profesora.

Mr. X no explicabal clase.

no explicaba bien las clases y siempre estaba yo con dudas sobre lo que haciamos.

Never gave us a second chance.

era muy malo no quieria que uno fuera al baño.

Didn't have one or had one.

Yo no tenia maestro malo

All my teachers were the worst

Siempre me cortava la mirada.

Es un profesor que no lo pienso poner que hablar demasiado duro a los estudiantes

Era macista y dasa poca explicacion

He got into the class give you alot of work to do and he sat down to read his newspaper.

Ms. X. she was just stupid.

No explicaba a clase y mandaba cartas a mi madre diciendo cosas que no eran verdad.

No ayuda mucho a los alumno y no daba muchas clases.

Ms. X

most of my teachers i really hate mean bitches and assholes! Everything they don't understand me

No me gusta lo sustituto como maestro porque habla duro y creen que son los que manda.

Ninguno, todos hazta el momento se han portado todos iguales y han enseñado lo que deven.

My substitute

my English teacher she can't teach Ahe's a Bitch she's doesn't have feeling in her work

siempre estaba caso

Una maestra de ingles en PR que le gusta ba a los estudianta y decia muchos malas palabras en el salon.

Deba muchas tareas oudia de prasiate me timra airlo.

Pienso que ningun maestro es malo. hasta haorita todos los maestros me gustan como enseñan.

Si eran estudios me motiban que etudiara por si no estudio no voy haser madre en el manana.

Was very rude with the students if you didn't know the answer he would put you down.

Mr. X. and he like to play with the students not every time sometime and i like of him is he is very nice.

No etenido

He just sits in class reading the newspaper or he locks us in the class and leaves.

none.

8th grade Mrs. x science she was retarted.

He kept on dragging his voice

Tenia un maestro que era bien jaragan no le gustaba esplicar la clase mas de una vez.

Para mi no hay profesares o maestras malas

Yo tieno un maestro que ero muy malo y le gustora no hacer clase y cobrar el dinero que le pagaran.

he use to just pick on people who didn't take note

un maestro rasista

Es un maestro que es de raza ispana y solo habla engles.

She had killer breath and yelled like hell.

They would yell at you they would not give you enough work.

Enojon quiene las cosas perfectamente y esun bago se pasa le en do el perio dico todo el dia.

Gracias a dios no he tenido un mal maestro pero si cosas

Actually I do not have worst teacher their just not my favo.

Actually I do not have worst teacher their just not my favo.

No tuve ninguno, porque siempre trato de llevarme bien con todos.

Mr. X siempre me hablo mal

Everything

No tenia ningun interes com migo

Mr xxx se metia mucho en lo que no le importa.

Nunca he tenido un mal profesor

No e tenido ningun maestro peon

That she was black and she was prejudize

He didn't teach good.

Yo no pieno en ningun maestro por porque yo uno tengo profesores peores.

Era racista contra los hispanos y negros etc.

que me dejaba a la 2:30 todos los dias (that he let me [go?] at 2:30 every day.)

Mr. X he always scream at people, he never give us time to finish our work. he gave me to much homework.

Mrs. X ella es buena lo unico que tiene es que no se lleva bien con los hispanos.

no entenido

I haven't had one yet

I miss 3 work and have a good grades and she gave me an F+

Sus travajos

No le importaba si faltaba porque faltaba siempre tenia mal hermor cuendo le preguentasa dicia que ya lo habla escplicator antes

Mrs. X

Had not control over the class and passed students just to get them out of that class.

he'd a punk

Ms. X. my current English teacher she hinders my ability to progress in writing.

X.

Yo podia faltar las veces q' quiziera y no decian nada.

Mr. X - math he is very impolite to the students he yells at them and is in detention. He wrote me up to stay which I did not because I had to work and said that it was not true

Miss xxx Ella siempre esta tratando de ayudar a los estudiantes Hispanos en cualquier cosa.

El se sentaba decia las tareas y no las esplicaba.

Doesn't listen to you, and doesn't respect you.

Mr. X. He treated everyone like trash, he called them stupid if they asked a question more than once.

Para mi todos igirales.

She was in a mad mood and was to mean

No hay por el momento

i am verry luckey i have never had a bad teacher

No e tenido.

que el no enseñaba bien porque todo el tiempo hablaba del golf

No lo he tenido.

que vera

Ellos le tenia medo a los hispanos y a los negros.

Mister X Porque el se enojaba muy rapido y no contaba ni asistencia ni homework. Solo los examenes y si uno perdia pues perdia la clase

I been with that kind of teachers but they hadn't bothered me because the best thing I like to do is respect them.

Mrs. XX she would change my sit every time I ask a question

Era un profesor que no le gustaba explicar y no ensenaba nada.

Le vave a los estudiente la boco con jabon.

no estudio nada ni tarea ni examen

Bueno la verdad no tengo ninguna profesor peor porque todos me caen bien.

Ms. X she gave me bad grades all the time.

Never had a worst teacher

No

history teacher

Las casas que me inpresionaron era que esta maestra no me trataba bien y me trataba peor que a los demas.

no porque cada maestro es diferente

no le importaba si hiciera trabajo bien o mal ni como se portaban los estudiantes

El que no quiere que llo le precunte nada porque me deja tuteres

Solo dopiaba mucho y casi no replicaba la clase.

No estaba seguro de su clase. No le importobamos, solo iba acentarse y asi cobrar sa cheque.

Todos todos reganan castigan y son fastidrosos.

It was my ESL teacher hejust made us write and write and never did explain anything thats not the way to learn English.

I've never had one

None

Nunca estaba en el salon solamente por ratos, platicando con el otro maestro nunca sepreparaba para la clase abeses dejaba tare qunque uno no entendiera.

If you didn't do your work and didn't understand she wouln't explain nice and slow.

Cuando no le cae biena un estodiante.

nos daba el trabajo sin explicar

El de ESL Porque el siempre esta callado le molestan los hispanos critica mucho a los platinos diciendoles que son peresoson que lo unico que saben acer es vender drogas

Mr. X my math teacher, An A__hole everything he keep people afterschool without no reason. He throw things around.

A B____ she give me a hard time even if I was good in class.

None of my teachers.

He was mind and unfriendly

I don't think of one I like my teachers just fine.

She always screamed at me for something I didn't do.

I've never had one.

Bad. She gave a lot of work.

No he tenido.

Mean, not teach and good

all he did was talk talk till the break of dawn he expected us to remember everything then gave us a test.

Miss X

Ningun maestro es malo lo que es lo mejor para uno.

No

He didn't care what we did either we pass or fail he's name is Mr. X

My reading teacher in 6th grade because she made it real tough for me to learn.

My student teacher for algebra 2. Boring and she can't teach either.

None

una maestra de quimica. yo cosi un examen y paraquello me quemara ella medio un examen mas dificil.

She would never take time to put herself in my place she never took time to think what I was feeling she was always serious and mad instead of pleasant and kind.

no me ayudaba en la clase.

Mr xxx 7th grade history teAcher. He was a Damn Jerk.

nunca tube un maestro malo.

I did not like they way he taught.

This one never did show any interest in my future or interest in teaching.

He was english teacher he did not take interest in what you did.

he always gave me bad grades and always losses my papers.

The worst is a teacher that does not explain carefully. One who just don'y care if you learn or don't.

He never tried to help my discipline.

a noisy bitch

She look like she hate me, because I am Hispanic.

I think I never had a bad teacher. I think the student is the one who gets the teacher mad and make him dislike you.

Mr. X. because he didn't teach anybody what we wanted to know.

nothing

I never had a bad teacher.

Todos

He was a dick he be yelling thinking he all that

My worst teacher I ever had was Mr. X

They blame me for things I didn't do

Students' Responses to the Question "In what way are Hispanic students different from other students?" (Question #27 b.)

Algunos son traquilo otros estudio otros no les importa nada algunos diciplinados stros no diciplinados.

Because some wan't to be like us.

Because were are

by their language and the way hispanic people act

Cause they have different needs.

En el comportamiento, la educacion de coda persona.

En la cultura y los relijiones

He hispanic have a respect for people we are brought up differently, since our culture is different.

I think we like to do things as we think they are and we don't like anybody pushing us around.

It depands from what part they are from.

lack of confedence

le Importan mas las cosas tienen mas sentimientos

los hispanos aveces son muy agrecivos pero en inteligencia todos somos iguales.

Los hispanos den tro de si mismo son un poco orgulloses.

muchos maestros lo hacen de menos porque son hispanos

no se nada

Por que pensamos defirentes algunos nos todos.

Porque algunos son mas callados y timidos entonces los que ya estan acad tratan de intimidar lo ya sea por su formade vestir hablar o de ser.

Porque no todos san eguoles o samos eguadles

Porque somo muy inteligente pero muy trabieso y rebusero.

Porque vienen de una cultura diferente y por lo tanto actuan diferente a los demas personas.

Que su cultura y todo es diferente

se creen lo que no son

Si nosotros los hispanos tenemos mudras ganas de caperacion pues no estamos en mestro pais y las cosas re nos hacen mas dificil que a los norteamericamos.

Si porq' los hispanos muchos de nosotros tenemos costumbres muy diferentes a muchos de otras razas. No: porq' de alguna manera todos somos imigrantes.

Si porque no dominian el idioma y no conconon los leys del pair y do deberg que le corrsponde.

Son diferentes en la cultura el idioma.

Son diferentes porque vienen de otras expectativas de la vida y educacion.

Son mos comprensivo y mos anrigable.

They are smarter

They came from another country they want to share they could do the same or better work (jobs) than Americans.

they have in advantage knowing two languages (illegible)

They're Hispanic

Todos tenemos diferente forma de pensar de actuar y de sentir.

We are delicate in many ways and need extra help.

We know to languages

We might know another language. So do Italians, asians and other culture that aren't from the U.S.

were the best

where all different

Where better

Yes we all that

STUDENTS REPOND TO THE REQUEST

"PLEASE WRITE YOUR OPINION ABOUT THE TEACHERS AT YOUR SCHOOL."

(Question # 28)

POSITIVE

Todos son muy inteligentes y preparados hacen muy bien su trabajo y siempre estan para servirle a cualquien persona.

Para mi son muy buenos, ensenan muy bien todo y se les entiende muy bien.

Son muy bueno y les gusten goza mucho.

Son bien amables, respectuosos ayudan alos alumnos cuando tienen algun problema

They are ok

Algunos maestros son buenos y explicon bien la clases pero otros no se le entienden la clase.

I think that my teachers are really nice. I like all of my teachers.

Son muy buenos me gusta ensenar tiene enpeno en ensenate.

My teachers are very nice

Son bien buenos y te ayudan en tu trabajo para que te puedas graduar.

Son bueno, cariñoso, simpatico, y me gustan mucho

a lot of them are cool and they understand most of the time.

Son comprensibles te ayudan con la clase son amistosos y se enfuezan por que aprendamos.

Se preocupan no solo de nuestros estudios, si no tambien nos dan confianza.

Mucho pero algunos son buenos y comprensiuos.

The teacher at my school well the one I know are great fantastic.

They are great and understanding people.

En general creo que todos son unos maestros prepardos y me gusta que se interecen por mi.

Some of them are OK

I think that the teachers here at Central try to do the best that they can so that everybody can learn.

Para mi la mayaria son buenos nos ayudan bastante, son comprensivas y muy amables can los alumnos

Bueno todos son muy Buenos y lo que quieren es lo mejor para todos los Estudiantes.

Soya muy buenos.

Okay exept Mr. X

I think they are all great.

Most of them are pretty good.

pretty good

they are all right.

algunos Son justos y comprended si tu tienes problemas.

Some are good

No me quejo de ellos soy muy buenos y simiciales ayudan muchos a los alumnos

their cool

Los maestros de esta escuela son buenos algunos.

My professors are all wonderful and willing to help me out as much as possible

Para mi todo mi mastro yo iqualy por que me tranta igual y no tengo ninguna quaja de ellos.

Los maestros desenpeñan una buena funcion, pero son muy poco respetado por los alumno, A mi en lo personal me gustaria que las personas le den su lugar y lo respentaen como ellos merecen.

Well, I been in Hope for 3 years and I like it very much, because the teachers are nice.

Todos son muy inteligentes y a la mayoria les importa el futuro de los alumnos.

Que son cheveres y buenos.

cool, consideret, helpful, strict!, and concerned

Son muy comprencivo aunque algunos veses son muy aecto perio todo lo que e tenide har sido muy comprencivo.

Que son muy buenas personas, y que elos ponen interes de que uno aprenda.

Son maestros muy rectos, muy bien en el sabor porque se intereson para que uno aprenda y le pongan atencion a los estudior.

They are all understanding and they are here for you when you ever need them.

Ok. and comprehensive.

They are so, so, so, so, nice, nice, and lovely.

I like them all because all of them know I can do better if I try.

We have some of the best teacher in here.

Ellos eseñan muy vien y se expresan claramente si enseñan muy vien las clases.

I think that we really have some nice teacher in this building so we can't complain about them.

Yo opino que todos los profesores que yo a tenido son personos maravillosos responsables con su trabajo.

Que ellos son muy bien que saben dar la clase con mucho amos y disiplina.

Algunos son buenos

estan bien no son malos y no son Rasista

Son buenos maestros me gusta como un la clase que se entiende y aunque es en infor pero se entiende.

They are nice they not given so much work to the students.

They are alright except for 1 or 2

Son muy clases y muy desente esplican perfectamente su clase.

They are hard. But thats. good.

Los maestros son muy buenos muy comprensivo

Mi opinion es que ello ensenano bien y no de faltan if respecto, y diaologa coir los alumno couro nos

mericimo.

Son maravillosos.

Son muy espesiales comprenden mis pensamiento saven comportasen muy bien.

todos son bien eficiente

Para mi que son muy buenos profesores todos porque todos se preocupan por sus alumnos y por nuestros problema.

La mayor parte de maestros que tengo son muy buenos maestro.

Los maestro de central son todos buenos educadores entre otros espanos dispuesto a que el estudiantes ameda algo mas en su educacion escolar.

Mis maestros son buenos con migo. Ellos me tratan bien no tengo ninguna queja sobre ellos.

Los maestro son el segundo Padre de uno ello quieren las mejor de uno

eyos son muy bueno me gusta como son con migo no se si otros pienzan igual

La mayoria de todos los maestros de mi escuela son muy buenas personas, comprensiva, amables y muy preparados.

Son muy bueno con los estudiantes.

X se esfuera por los estuidantes Y se esfueza tambien. Z es duro pero une aprende mucho reading teacher uno aprende mucho con ella.

La mayoria son persona de gran respecto y buenos maestros.

The teachers here are great some of them.

Al algunos maestros muy bueno.

Most of them are good teachers.

Exellent

Son muy buenos.

Son muy buenos y merecen todo el respeto de los estudiantes.

unos son buenos

MIXED REVIEWS

Son demasiado babosos y otros sinos pero en mayonia serios y umilde.

Son mas o menos. Pero algunos se dejan manipular por los alumnos (They're okay. But some let themselves be manipulated by the students.)

If we respect them, they will respect us too.

no opinion

Okay could be better.

Los maestros son muy buenos un deption del algunos que son racistas laue los hispanos.

o right

Some are interesting but others are boring.

Todos son pasientes y cuando se enojan es porque el alumno quiere sacar lo de sus enojos y por eso digo que deberia haber un poquito de extricto

Buenos comprensivos algunos odiosos de mal humor siempre.

Some of the teacher are very nice and understandable but some of the teacher are mean, mad, and dislike students.

They need to quite being lazy and work and quite complaning about the contract.

Most often are good but some need to brush up.

Creo que algunos se interesan de verdad por el estudiante pero a otros nos les importa nada solo necibir su dinero el dia de pago.

Hay huenos y muy malos

I think they are very nice, they also try to be your friends. But there are a few of them that should get into a more dynamic way at teachering.

Al buno muy bueno pero aguno mano.

Algunos traton de ayudosite de entenda que nosotros somos diferente por la cultura que seguimos y otros sensillamente no les importa solo te ignoran.

son buenos y capacitados y hay algunos que tienen que cambiar sus metodod de enseñanza

algunos son vuenos pero otros son malos y otros se preocupar por los hispano alunos no

Bien buenos y corinosos algunos odiosos y malos

algunos son my buenos y dos otres no explican nada.

They are not that bad. Some are really nice. Other's get on people nerves.

Algunos son bueno maestro, porque saben su profecion en combio otros sa a los curso y pore a los estudiante a escribir composicions para no hacer nada y pone hacer cosos unecesarios

son buenos la gran mayoria con mucha capacidad para enseñar, otros son mediocres y tendran que utilizar otro metodo para enseñar.

Some are good and some don't know how to teach.

Some are fun, some are boring.

Many are great they really care But others don't give a shit

Bueno en esta escuela hay muchos maestros qi se preocupan por uno, pero tambien hay, que no entienden tus problemas wando los tienes ya sea personal en la propia escuela.

considero que son buenos, pero en ciertas ocasiones se portan un poco mal, al no dejarnos salir cuando se necesita ir al baño, oficina o consul.

Hay muchos que explican bien hay otros que hablan demaciado dura a los estudiantes.

Unos maestros son buenos y otros son malos. Unos dan las clases bien y otros no.

algunos son demasiando suave con los estudiantes y no podemos aprender nada.

They are good teachers with every students, they try to teach us the best.

I don't care what they do because the do there job.

Some are okay and some are A_____

Hay unos q' son muy buenos maestros saben enseñar y ponen arto interes en sus alumnos pero hay otros que en realidad no valen la pena y necesitan prepararse mas

Bueno muchos como los hispanos son buenos maestros por que si preocupsa por los estudiate otros como hispanos tambien son descuidado no les importa nada. Lo mismo que los americano se interensen y no.

Hay unos maestros que son muy buenos para enseñar. Hay otros que no pueden enseñar porque hablan de otras cosas.

NEGATIVE

There terrible

Algunos deverian de mejorar el trato a los alumnos por el rasismo.

They should give kids a break sometimes.

Bueno estos maestro algunos no paresen profesores porque ellos secientan en una silla y le dan un papel y un libro y dicen hagan esta pagina y contestan la pregunta sin esplicar nada ni nada, o comiensan hablar con uno es cosa personales que le interesan.

there the worst teachers. need some new teachers

they are all assholes

They suck

They suck

Some of the teachers are nice and some are bad.

libro y dicen agan esta pagina y contesten la pregunta sin esplicar nada ni nada, o comiensan hablan con uno es cosas personales que no le tienen que interes bueno muchos no explican nada de la cosa que se hacen.

They can all kiss my ass.

muchos de los maestros son odioso

Soy moros ello nos Explican las clases me guestare coueo enteran.

They're to easy

No hay

they don't teach and give to much homework

siempre estan aburridos.

there bitches.

They should give harder work

They can't teach, they have no curriculum.

They don't care about kids their just waiting for their pay check.

Algunos son vagas porque se sientan y no explican y muchos hacen su deber como maestro.

Their very stupid most of them some of them don't even now how to teach

Tondon mucho me tienen paro.

Some of them got to spend more time with us.

some are okay some are boring But they're only human, not bad people.

70% do not teach well at all. 20% teach well but show no interest. 10% are the ones who care and teach well

Buenos, malos, gagones, y gay

There o.k. some but some are feel A...

algunos maestros son malos algunos son buenos.

algunos son malos otros buenos y otros estrictos

There are many that are okay but most are not real teachers.

Solamente hablan ingles por eso no me comunico bien can los profesores

Algunos son buenos y algunos son malos y incomprensibles

Son buenos no me quejo esecto de algunos que no legustan los latinos

All of my teachers are very good, but there are very bad teachers.

Son moy buenos ensenan muchos aunque algunos solo ponen a copiar y no ensenan, pero aprendo mucho ingles.

So teacher get mad if you tell them to explain something again, and i think that what their here for.

Algunos son racistos

Well for one thing they are all thick

Most of them suck.They get on you too much

They don't listen to you, some of them are racist!!

algunos son unos cabrones porque no nos explican bien las materias y nos culpan de cosas no logicas

I think that some of the teachers in this school doesn't know what are they doing.

My opinion is teachers sometimes don't know what they are talking about.

4. Selected Responses - Dropouts

YOUNG PEOPLE WHO LEFT SCHOOL LAST YEAR RESPOND TO THE QUESTION

"Why did you leave school last year?"

(Question 5)

1.- (expelled, failing)

2. - (pregnant, failing class)

3. High school is big time. In middle school you're smaller, they don't expect something of you (like classes and personality)

4. (Expelled for absence) You get less attention. You're just a number.

5. My father was in an accident. I was out. It was too easy. Didn't bother going. Got caught bunking too much. You get detention and if you don't go, you get suspended. The teachers they give you too much leeway in high school. You screw up. I screwed up

6. I left because of my age. (20 yrs old on entering system and placed in 9th grade)

7. Termine el high school en mexico. no aceptaron mi certificado. (Until we spoke she thought high school was 7,8,9, and 10th grade here. She had completed 9th. When she learned that she had 3 yrs to go she said she had already learned that stuff, she was also pregnant.

8. In my country you get out of school earlier, but you learn more there. The teachers explain to you, they don't say "Do page number 255" This can't be like this. They don't explain, they don't say how to do it. A person can't understand.

9. I said I'm bunking too much I'd rather stay home. He said just do that then [she thinks he was a vice principal]. I didn't like school. I wanted to stay home.

10. - (Became parent, moved, failing)

11. Kicked me out for no apparent reason. Death in family, went to PR, missed 2-3 weeks. They sent a letter to my house. Refused reentry. (stayed back twice in twelfth grade because of school work)

12. Sick with asthma, absent a lot, failing class, vice principal didn't like me, when they took my (basketball) uniform away and said I couldn't play because of my grades that's when I quit. I wanted to maybe get a scholarship.

13. Teachers always on me. I got tired of it. Parents understand the pressure. It ain't my fault. They hold it against you. They blame you for every tiny little thing students get aggravated and start flipping. They always assume its one person.

14. There (NY) they start trouble. Here they don't know you. I had a temper.

15. Nobody was interested in me. They weren't giving me what I needed. At the private school they did.

Dropout Responses to Question 6

	15									
	Very likely		Somewhat likely		Subtotal		Not likely		No response	
	#	%	#	%	#	%	#	%	#	%
I felt I could get a good job	9	60.00%	5	33.33%	14	93.33%	1	6.67%	0	0.00%
I felt I could graduate	8	53.33%	7	46.67%	15	100.00%	0	0.00%	0	0.00%
I could take more job-related courses	9	60.00%	4	26.67%	13	86.67%	1	6.67%	1	6.67%
I could get tutoring help	5	33.33%	6	40.00%	11	73.33%	4	26.67%	0	0.00%
I could get a diploma in less time	11	73.33%	2	13.33%	13	86.67%	2	13.33%	0	0.00%
there were no gangs in school	3	20.00%	5	33.33%	8	53.33%	7	46.67%	0	0.00%
I felt safer at school	2	13.33%	6	40.00%	8	53.33%	6	40.00%	1	6.67%
I felt I belonged at chool	3	20.00%	8	53.33%	11	73.33%	3	20.00%	1	6.67%
classes were more interesting	9	60.00%	3	20.00%	12	80.00%	2	13.33%	1	6.67%
teachers treated me fairly	6	40.00%	8	53.33%	14	93.33%	1	6.67%	0	0.00%
I could participate in sports and other activities	5	33.33%	3	20.00%	8	53.33%	7	46.67%	0	0.00%
I had a baby sitter	2	13.33%	0	0.00%	2	13.33%	5	33.33%	8	53.33%
f child care were available at school	1	6.67%	1	6.67%	2	13.33%	2	13.33%	11	73.33%

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Hispanic Dropouts- Providence Responses Compared to National Responses				
"Would you be likely to return to school under the following conditions?"	PROVIDENCE (N=15)	UNITED STATES (N=227)		
	Very likely or Somewhat likely	Very likely or Somewhat likely		
	%	%		
a. If I felt I could get a good job	93.3	66.7		
b. if I felt I could graduate	100	57.3		
c. If I could take more job-related courses	86.6	48.3		
d. If I could get tutoring help	73.3	53.4		
e. If I could get a diploma in less time	86.6	n/a		
f. If there were no gangs in school	53.3	23.2		
g. If I felt safer at school	53.3	32.3		
h. If I felt I belonged at school	73.3	52.6		
i. If classes were more interesting	80	57.6		
j. If teachers treated me fairly	93.3	n/a		
k. If I could participate in sports and other activities	53.3	30		
l. If I had a baby sitter	13.3	16.7		
m. If child care were available at school	13.3	19.3		

RESPONSES REGARDING GANGS FROM YOUNG PEOPLE WHO HAVE LEFT SCHOOL
(Solicited in connection with Question 6 f.)

I don't have a problem. I don't get involved in that.

No he visto nunca en la escuela. (I've never seen any in school)

If you want to be popular you got to be in a gang but they don't pressure you. They're mixed racially you choose by what music you like, how you dress.

That's blown way out of proportion. It's ridiculous. There are two groups who gave themselves names, but they're not terrorizing people.

There are a few.

A little. Not much. They killed a kid in '91. I don't know if it was connected to that. (un poco. no mucho. mataron a un muchacho en ' 91 no se si era conectado)

That doesn't worry me. You get into that if you want to. If you look for it you can have a problem. They're like a family. You're never going to have a problem.

There's gangs, but I know all of them. I ain't scared of nobody over there. Not Spanish people. They don't make you join.

I don't believe in that too much in RI.

I was one of the punks. It's bad and getting worse. There's no fist fighting now just gangbanging. I'm ashamed now but I was one of them. (The Kings)

There are gangs. They try to make you join. Then you hang around with the wrong crowd.
I kept to myself.

CURRENT STATUS OF YOUNG PEOPLE WHO LEFT SCHOOL LAST YEAR

(Question 7)

- Looking for work, plans GED
- getting GED and working a JTPA job
- getting GED at RI Indian Council/ JTPA They're dedicated They'll help you the others just want to get paid
- getting GED at CCRI
- getting GED at CCRI, not working yet
- has GED from CCRI , went to job corp, dropped out of 9th grade (18 yrs old), got GED in one month, will go to CCRI
- has GED but attended no prep. program, just took test one month after expulsion started at CCRI in business
- Has GED from West End Community Center
- I don't know. (Thinking of going to the Junction in Hartford, but doesn't have a drug problem.)
- plans work
- plans GED from CCRI, taking CCRI course in lifeguarding
- plans JTPA's GED program
- plans summer school to make up the one class she needs to graduate
- Took GED test at CCRI, doesn't know results, plans CCRI or NE Tech
- works in a coffee factory

DROPOUTS RESPOND TO THE QUESTION
Do you think Hispanic students are different in any way from other students?
If so, how are they different?
(Question #8)

I don't know
no
no
no
no
no
no, son iguales
no, we're all the same

yes

yes the way they treat you. They treat you badly, talk badly

yes, people have more anger toward Hispanic students teachers and students

yes, a little harder time trying to adjust, teaching methods different, better here. There they'll hit you. That's too much discipline.

Yes, a lot. Schools not the same They're afraid, they don't fit in. ESL in the basement. They tend to stay in one group. Don't put them all downstairs like segregation. Spread them around the building. Some teachers know it but won't share it they

yes, no se. siempre tienen su grupo. les gusta mas relajar, estar jugando en los pasillos, mas sociables (They always have their group. They like to relax more, to be playing in the halls, more sociable.)

Yes, those that like to study are always studying, those that don't come in and out againa lot of them, They stay in the streets, gangs, vices. The gangs are black, Hispanic, Chinese, whites (Italians)

YOUNG PEOPLE WHO LEFT SCHOOL LAST YEAR RESPOND TO THE QUESTION

Why do some Hispanic students leave school before graduating?

(Question #9)

They don't like it. I don't like waking up. The black girls they think they're all that cause they have more friends. they like to talk shit. I didn't like that. Sometimes they want something like a quarter or something, but I know everybody.

wanted quick money

They don't like school

Don't want to go to school. Want to have money real quick.

problemas de droga, no tienen suficiente dinero para mantenerse, no quieren i r

I don't know

They didn't want me My father went a lot to get me back in. Nobody takes time to help who really needs it I always passed even though I didnt do the work Teachers pass them for the hell of it Dont see whats really wrong Just want him out of there

No Answer
No Answer

to sell drugs and hangout and do nothing

Uno necesita trabajar para ayudar a la familia.

Didn't like it. Idiots would get up and go to school then meet their friends and leave. "It's a nice day. Come on. Let's go eat." There were too many nice days, so ... I guess peer pressure is a big cause.

Teachers give students a hard time. Teachers that don't live in Providence don't handle the situation correctly. There's racism among teachers, not students. Teachers pick the wrong word. Its not the army they want it their way only they have to compromise they only want it their way. Why get up early, iron, get the bus, to get a headache?

problemas en su familia su papá le prohibia entonces salió de la casa. quieren andar, saliendo, poniendo ropa bonita.

Problemas en la casa, no tanto problemas con maestros, demasiado fuerte

They think the street is better than the school. School has nothing to do with it. It's because of one's own self. We're the guilty ones. I'd like to go back to school, but I wouldn't be like I was.

YOUNG PEOPLE WHO LEFT SCHOOL LAST YEAR RESPOND TO THE QUESTION

"What would help Hispanic students graduate?"

(Question #10)

I don't know

Security, the community around Central is based on drugs. When students come out the people selling drugs start problems with the kids in school.

More stuff Hispanics can relate to.

Have more cultural groups, participate in educational things, hire more Spanish people, Involve ALL students to participate like helping out for graduation, athletics.

Tratar de entenderle a uno, no desesperarse con uno, tener paciencia. mas inglés, Ponerles en aulas regulares para q' aprenden el inglés (Try to understand a person, have patience, more English, Put them in regular classrooms so they learn English.)

tutor maybe

Have a one period session to talk about life or fathers or problems. Understand other people Can't fix what you don't know Study after school little session to talk Make it a little bit more fun dont treat students like little kids. Have confianza with teachers teachers old fashioned, too strict, get aggravated give dittos "That's all. Do it" not patient kids just bunk or drop out from stress or ashamed because they can't read the tests. they don't understand.

more motivation, more help from teachers and parents

Get paid to go to school

It was my age.

Teachers have a lot to do with it. If teachers were nice they wouldn't say "figure it out" because if they don't care why should I?

better teachers, ones that teach don't use their title like it was God-given ESL a good idea but not segregated.

Drug and alcohol education makes kid curious you show them how to do it in the ads. Other schools pass out condoms but not Central They should do that. Make teachers stay after school and not beat the rush hour. Some teachers know but they won't sh

Un part time despues de la escuela. quieren ropa linda, carro (a part time after school. They want pretty clothes, a car.)

Better orientation. Every case is different.

[15 yrs old.] I wanted a baby. something that would cheer up the house. My mother goes to church a lot. I don't like to go with her because you can't wear makeup to church. [only child. no father.]

-

Kids don't practice safe sex Most of the Spanish girls get pregnant earlier.We need good role models at home. Teachers who care - most definitely important.

racism among students

Some teachers are racist, not students

I don't agree that you're here learning it in Spanish. That isn't going to help you when you go for a job. Also, sex education should be taught at home. Gangs blown way out of proportion. It's ridiculous. 2 groups gave selves names, not terrorizing

Racism will never end. It's among teachers and students. My idea is to be more strict. The teacher's word should be worth more. Some teachers were a little racist like they assume Guatemalans are all illegal. I didn't have any problem.

YOUNG PEOPLE WHO LEFT SCHOOL LAST YEAR RESPOND TO THE QUESTION

"What do you dream of becoming?"

(Question #11)

- -
- A Police Officer for NYPD
- lawyer
- carpenter
- don't know
- accountant
- live comfortably, don't struggle
- Doctor or Lawyer
- cop
- no se, coser a máquina, hacer vestidos
- basketball player
- carpenter or large business owner to offer jobs to more people
- -
- auto technician
- work with computers

5. Selected Responses - Teachers

TEACHERS' RESPONSES TO "WHY DO SOME HISPANIC TEENAGERS IN PROVIDENCE LEAVE SCHOOL BEFORE GRADUATING?"

PREGNANCY OR MARRIAGE

Pregnancy. Outside influences. Indifference.

Pregnancy, family poverty, don't feel connected to school and don't feel education is important.

Peer pressure/financial obligations - pregnancy

Pregnancy. Outside influences. Indifference.

Parents don't value education. Students don't value education. Teen pregnancy. Drug and drug dealing. Lack of respect for parents, teachers and adults in general. Transiency. Poor school programs - programs that do not offer what students ...

Many of these students have to work to help their families arrive. Many of them are not getting support from their parents to stay in school. Others are going back & forth between the US & their native countries. Many others get pregnant or em

Family influence (getting another salary coming into the family). Pregnancy

Domestic problems. Drugs. Culture. Peer Group. Early Pregnancy. Frequent moves. Poverty. Language. Assimulation to domestic culture.

1. To earn money. 2. Teenage pregnancy. 3. Lack of success in school. 4. A feeling that education isn't important.

1. They slip between the cracks-no support systems in place for majority of students. 2. Family problems-have to work to support families. 3. Teen pregnancy. 4. Boredom-school doesn't have anything to do directly with their lives.

1. Pregnancy/early marriage. 2. Family requires them to work. 3. Lack of interest in education. 4. Return to mative country. 5. Difficulty in learning English.

1. Lack of role models who completed high school. 2. Lack of other options. 3. No goals explored by parents and teachers. 4. Drugs. 5. Pregnancy. 6. Every social problem in every city throughout the U.S.

Some girls may get pregnant, married - some boys take on full-time jobs to support their families - some go back to their country.

FAMILY MATTERS

They leave for the same reasons others do. It depends on the value of education placed in the home and the attitude of the individual students. Their attitudes are also influenced by their peers &the neighborhoods where they grow up. It dep...

They are not highly motivated. They take a lot of days out of school. Many of their parents do not speak English, so they do not take an interest in their children's education.

There is little support in the home for education and academic involvement. The adults should be targeted as a group to study the langauge and social aspects associated with American life. They should be encouraged to expand their....

There are several reasons; a) economical problem, b) family incomprehension, c) friendship with others (girlfriends, friends); d) dislike teacher system, e) not bilingual counselor, f) not bilingual class, g) influence of drugs and alcohol.

Some parents do not emphasize the need for their children to complete high school. Language barriers also may make the school experience difficult.

School is not an important part of their lives (in general). It appears that some of the Hispanic students that have dropped out do not have anyone telling them how important school is. Becoming independent of their parents (often through .....

Peer pressure - family too concerned about financial problems - some return to country of birth.

ACADEMIC REASONS

Poor educational background-too much school missed. Frustration at learning a new language especially with limited skills personally (see comment #1) Poor school attendance. Personal problems (emotional family etc.) Difficulty sett

Peer pressure/lure of the street/lure of a fastback. No family support. School does not offer them what they need.

ECONOMIC REASONS

There are several reasons; a) economical problem, b) family incomprehension, c) friendship with others (girlfriends, friends); d) dislike teacher system, e) not bilingual counselor, f) not bilingual class, g) influence of drugs and alcohol.

Social pressure. Economic pressure. Peer pressure. Lack of education and the importance of education in their own countries.

1. To earn money. 2. Teenage pregnancy. 3. Lack of success in school. 4. A feeling that education isn't important.

Frustrated by with classes. Feeling the need to work - thinking a paycheck from McDonald's is sufficient enticement by peers.

Financial reasons the Hispanic teen doesn't have the stability of remaining in school because of keeping up with the academics of school. Conflict of cultural values.

LANGUAGE ISSUES

They are not highly motivated. They take a lot of days out of school. Many of their parents do not speak English, so they do not take an interest in their children's education.

Some parents do not emphasize the need for their children to complete high school. Language barriers also may make the school experience difficult.

Poor educational background-too much school missed. Frustration at learning a new language especially with limited skills personally (see comment #1) Poor schooi attendance. Personal problems (emotional family etc.) Difficulty sett

Language barriers; school programs are often not specific enough-programs don't "prepare" students to "do" anything. General college track has no meaning to kids who live day to day; even voc. programs ask kids to study what they consider not rel...

Domestic problems. Drugs. Culture. Peer Group. Early Pregnancy. Frequent moves. Poverty. Language. Assimulation to domestic culture.

1. Language barrier. 2. Cultural differences. 3. Poor family support.

1. Pregnancy/early marriage. 2. Family requires them to work. 3. Lack of interest in education. 4. Return to mative country. 5. Difficulty in learning English.

1. Education is not valued highly by community and home. 2. Students often need to work outside home to supplement family income. 3. Dating is encouraged at an early age. 4. Students are not literate in either English or Spanish.

1. Cultural influences. 2. Need to work supercede staying in school. 3. Language barrier. 4. Lack of parental involvement.

1. Poverty 2. Lack of encouragement. 3. Several non-positive factors i.e. a. cultural bias. b. poverty of system c. alian environment.

STUDENTS' SELF IMAGE

False 2nd short term sense of the future - (adolescence)

Education is not as important as other activities. Do not see themselves as potential professional people as a result of attending school.

Education is not a valuable thing for them.

ECO/ethnic/sexual pressure - low expectations and opportunities.

Lack of importance placed on graduating - low self-expectations - inability to communicate effectively.

They like to act as adult.

They are not highly motivated. They take a lot of days out of school. Many of their parents do not speak English, so they do not take an interest in their children's education.

Make no effort.

They are not given the proper support from educators and administrators. These students need to be motivated and most important of all, have a positive self-esteem. Unfortunately, the educational school system has lacked in providing this for.....

OTHER

Same reasons as other dropouts.

N/A-6

TEACHERS RESPOND TO "WHAT HELPS HISPANIC STUDENTS GRADUATE?"

FAMILY SUPPORT

Support from family and/or personal goals.

1. Parental support and goals for their children, and attitudes that value education. If no parents- mentors, big brothers & sisters. 2. Educational programs that provide opportunity for academic success or success in voc. programs....

Family support, caring teachers and guidance counselors.

A supportive family. High goals. Learning self-discipline.

Parent support. A stable family life. Teacher support. Not having to raise a family when you're only a kid.

A strong emphasis on the importance of graduating (from the parents).

1. Desire to learn English. 2. Desire to go to college. 3. Family support and value of education. 4. Commitment to living in the U.S.

Personal resolve. Family pressure

Parents who care about education.

1. Encouragement from teachers, parents and community. 2. Having a sense of belonging to school community through participation in extra-curricula activities. 3. Always keeping goals in sight.

1. Support from family & community. 2. No part time job. 3. Homework and study encouraged. 4. Literacy in English/Spanish.

Support of family or caring people. Resources to help fill educational gaps (tutoring, mentoring, etc.). Self/esteem.

1. Close family ties. 2. School counseling.

1) A strong family; one that disciplines and keeps track; one that teaches the child how they can be responsible for their life. 2) Students that are prepared for the kind of educational system that already exits.

Supportive parents and friends. Supportive teachers.

COUNSELING

A good orientation helpS students graduate.

Peer counseling. Recognition for doing well or for progress gained. Community service with in Hispanic community. Small class/teacher ratio in bilingual classes.

Tutoring - peer counseling

peer support group - supportive teachers

EMOTIONAL SUPPORT

Teacher and home. Encouragement. Emphasis on spoken and written English.

1. Positive encouragement. 2. Adapting to individual needs. 3. Support services. 4. Celebration of cultural heritage.

Some students are self-motivated, but others need supportive networks and to be encouraged to do their best

OTHER

Don't know-2

Adapting to the primative culture of the society

Positive socilaization and stressed educational importance needed to survive in the American society.

Same things as others who do.

STUDENTS' SELF IMAGE

Self motivation, responsible behavior toward school work.

Postive self-esteem and motivation given my teachers and administrators.

Need to show off their value.

When they determine that graduating from high school is very important to their adult lives.

Staying in school and developing self respect and respect for other human lives.

Feelings integrated into whatever school system they may be in - Positive feedback for goal setting from any or all of their teachers.

ROLE MODELS

Positive parental attitude toward education. Role models. Appropriate curriculum.

Parental support. Self-esteem. Caring teachers. Role-models. Domestic stability. Continuity.

1. Positive role models. 2. Goals and help attaining these goals.

Support, caring, understanding teachers and faculty. Positive role models (both Hispanic, other)

ACADEMIC EMPHASIS

Communication skills!!!

Delay rate of advancement for proven at risk students.

As others, poor prep. through grade 8, lack of reading, writing, math and study skills. Dysfunctional families. Cultural conflict, e.g."macho"-"cool". Lack of perceived value for ed. Inaccurate perception

of what is necessary tobe a success. adult

Attendance - assignments

N/A- 7

TEACHERS RESPOND TO "WHY DID YOU DECIDE TO STAY IN SCHOOL INSTEAD DROPPING OUT?"

NEVER THOUGHT ABOUT DROPPING OUT

Not something I ever considered

The thought NEVER crossed my mind!

Never had that option. Family pressures were that one had to succeed in school.

Never entered my mind.

It was never a choice!

I never throught of dropping out.

I never considered dropping out.

I didn't know I had a choice at the time. Dropping out of school was never an option. College was my only option.

Dropping out was never an alternative in my family.

There was no choice-or even a question of leaving school-I loved school.

Expected.

It was expected.

It was expected of me - I grew up in East Greenwich and we had money.

It was a given; but I left college after 1 1/2 years.

FAMILY FACTORS

Parents who stressed importance of personal growth, education, self-respect, purpose and goals.

Parents

Only bums, jerks, dummies, criminals, and ungraded (special ed.) students dropped out. It was embarrassing to the family to dropout. It was not cool to get pregnant and go on welfare. There were no drugs, and very little drinking (alcohol)...

My parents would have killed me! It was expected of me, I didn't consider it a choice and I had goals set for myself - to become a teacher.

My parents would have killed me if I even thought about dropping out. Education is an important issue for my family. My parents raised me to care about school and take responsibility for my education.

My parents valued education. We were poor but they knew that if I received a good education I would be able to move into the middle class. They were right!

My parents insisted that I study mathematics in college so that I would be able to support myself

always. I always loved school education since the 1st grade. Learning came easy to me.

My parents helped me to understand that my future would be very bleak without an education.

My parents constantly told my brother and I that they did not want us to work as hard as they did physically. We were forced to do homeword every day and had structure in our lives.

Motivation to go to college and to become a professional. Parental support and educated role models.

It was made clear in my family education was very important. Dropping out was not an option.
Interest in learning. Self - identity and respect, self-development. Class-cultural pressure - family expectations.

I wanted to have a better future. I wanted to offer my child what my parents weren't able to offer me and the only way for me to do this was through education.

Family values

Family expectations.

Education was valued in my family. I had a lot of support.

Education was also primary in our home even though my parents had no formal education. They were bright, intelligent people who became quite articulate in English without any instruction!

Because I was told the value of education and because my parents kicked my ass when I wasn't doing well in school, not my teacher. They treated me as if it was my fault. They talked to my teachers to make sure I did the work and was in class.

Because I had a goal for myself and I knew my parents cared about me and felt it was important to stay in school and go on. Also school was something I liked.
My mama inform me that I was going or else....

SCHOOL FACTORS

Caring teachers - parental support.

ECONOMIC MOTIVATION

I wanted to get a good job.

I need a job. Self-pride.

I was motivated to get a decent paying job to have economic mobility as an adult to be an accomplished person.

Staying in school was a prerequisite to my becoming a teacher. Also, my family instilled certain attitudes and values about learning.

To guarantee my future.

Needed college education. Knew it was the way to a good career. Dropping out was just not thought of in my home.

I didn't get anything for nothing. I had to stay in school if I wanted to survive being an adult

I decided to stay in school because I knew that my career required advanced studies - also I enjoyed the idea of learning new things and growing intellectually.

SELF MOTIVATION

I want to reach my goals.

I liked it.

Realize importance of education.

I knew and understood the value of a good education. I was aware that the quality of my life would depend on how much education I got and how I applied it and made it work for me.

Ambition, libring for achievement, success bred out of success.

Always wanted to work and help kids.

OTHER

Dropped out

-

N/A

TEACHERS RESPOND TO "WHY DID YOU DECIDE TO STAY IN SCHOOL INSTEAD DROPPING OUT?"

NEVER THOUGHT ABOUT DROPPING OUT

Not something I ever considered

The thought NEVER crossed my mind!

Never had that option. Family pressures were that one had to succeed in school.

Never entered my mind.

It was never a choice!

I never throught of dropping out.

I never considered dropping out.

I didn't know I had a choice at the time. Dropping out of school was never an option. College was my only option.

Dropping out was never an alternative in my family.

There was no choice-or even a question of leaving school-I loved school.

Expected.

It was expected.

It was expected of me - I grew up in East Greenwich and we had money.

It was a given; but I left college after 1 1/2 years.

FAMILY FACTORS

Parents who stressed importance of personal growth, education, self-respect, purpose and goals.

Parents

Only bums, jerks, dummies, criminals, and ungraded (special ed.) students dropped out. It was embarrassing to the family to dropout. It was not cool to get pregnant and go on welfare. There were no drugs, and very little drinking (alcohol)...

My parents would have killed me! It was expected of me, I didn't consider it a choice and I had goals set for myself - to become a teacher.

My parents would have killed me if I even thought about dropping out. Education is an important issue for my family. My parents raised me to care about school and take responsibility for my education.

My parents valued education. We were poor but they knew that if I received a good education I would be able to move into the middle class. They were right!

My parents insisted that I study mathematics in college so that I would be able to support myself

always. I always loved school education since the 1st grade. Learning came easy to me.

My parents helped me to understand that my future would be very bleak without an education.

My parents constantly told my brother and I that they did not want us to work as hard as they did physically. We were forced to do homeword every day and had structure in our lives.

Motivation to go to college and to become a professional. Parental support and educated role models.

It was made clear in my family education was very important. Dropping out was not an option. Interest in learning. Self - identity and respect, self-development. Class-cultural pressure - family expectations.

I wanted to have a better future. I wanted to offer my child what my parents weren't able to offer me and the only way for me to do this was through education.

Family values

Family expectations.

Education was valued in my family. I had a lot of support.

Education was also primary in our home even though my parents had no formal education. They were bright, intelligent people who became quite articulate in English without any instruction!

Because I was told the value of education and because my parents kicked my ass when I wasn't doing well in school, not my teacher. They treated me as if it was my fault. They talked to my teachers to make sure I did the work and was in class.

Because I had a goal for myself and I knew my parents cared about me and felt it was important to stay in school and go on. Also school was something I liked.
My mama inform me that I was going or else....

SCHOOL FACTORS

Caring teachers - parental support.

ECONOMIC MOTIVATION

I wanted to get a good job.

I need a job. Self-pride.

I was motivated to get a decent paying job to have economic mobility as an adult to be an accomplished person.

Staying in school was a prerequisite to my becoming a teacher. Also, my family instilled certain attitudes and values about learning.

To guarantee my future.

Needed college education. Knew it was the way to a good career. Dropping out was just not thought of in my home.

I didn't get anything for nothing. I had to stay in school if I wanted to survive being an adult

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Ambition, libring for achievement, success bred out of success.

Always wanted to work and help kids.

OTHER

Dropped out

-

N/A

TEACHERS SUGGESTIONS (WHAT CAN BE DONE AND WHO SHOULD DO IT TO HELP HISPANIC STUDENTS ACHIEVE SUCCESS IN SCHOOL?)

SCHOOL FACTORS

To strengthen attendance in school by administration. To help them to learn at home.

DROP bilingual programs - put those resources into expanded and concentrated ESL programs.

Improve the bilingual education; the students need teaching subjects like history, math, and social studies in Spanish; they need more counselors who speak spanish; and also all teachers to understand multi-culturalism.

This is an incredibly difficult question to answer in three or four sentences. Hispanic students need a reason to succeed in school. Teachers, administrators, parents, community mentors, can all help educate stud. about the importance of staying.

There is a need for more hispanic administrators.

The schools should provide realistic educational programs. The community should develop a "parent awareness" program that would encourage parents to work with their children.

The administrators, teachers, and parents of these Hispanic children have some sort of comprehension in what the kids need to accomplish successful; better their future.

Set up more alternate schools for any student (Hispanic or otherwise) who has difficulty adjusting to a very rigid academic structure. Alternate schools like vocational training or technical training are desparately needed in this country...

Schools should set up supportive systems for students as well as teachers-schools need to foster a community in the school that gives all people involved several options for seeking support.

Intense English classes - students will then feel more accepted

Everyone involved with the student: teachers, parent, the student, administrators provide support for new students i.e. transition classes cultural awareness throughout system - programs that invite students to become more active in school.

Everyone - its a time when we all i.e.: teachers, administrators, counselors, parents and students come together to help out the kids.

Community and school department - teen pregnancy prevention (not sex ed!) Mentor program - Forced parent involvement in kid's education.

Collaborate effort by the school, family and community.

1st-Parents need to become more aware of what it is their children are doing (learning) in school. Parents need to learn & speak English so that they can communicate intelligently w/teachers. - Cooperation between par./stud./teacher - open mindness

1. Improve instruction to all students. 2. Identify and eliminate class/culture bias. 3. Include neighborhoods in decision-making process.

1. Hispanic families must instill in children at a very early age that high school and college (or other further education) is necessary if their children are to be positive contributing members of Hispanic society of larger American society. See 9.

1. Family. 2. Community. 3. Teachers/administrators. 4. Encourage students.

1. Family. 2. School. 3. Its working together. 4. Get rid of those who don't care.

OTHER SUGGESTIONS

We have to combine the efforts of state & city community agencies & state & city educational agencies to establish sound educational programs. There has to be input from hispanic groups who are interested in hispanic students becoming...

They must understand that education is very important in America.

There is a need for more hispanic administrators.

The development of an intolerant for dysfunctional families. The Hispanic community and society as a whole.

See other answers.

Positive encouragement and instill a good work effort.

I don't know.

Have the same expectations for all students.

Everyone involved should do whatever it takes. But money is a factor and there aren't enough grants.

Go to school. Do assignments. The students.

Don't know

Community based programs already in place should aggressively pursue the adult population on issues concerning language and education!

FAMILY FACTORS

To strengthen attendance in school by administration. To help them to learn at home.

This is an incredibly difficult question to answer in three or four sentences. Hispanic students need a reason to succeed in school. Teachers, administrators, parents, community mentors, can all help educate stud. about the importance of staying...

The schools should provide realistic educational programs. The community should develop a "parent awareness" program that would encourage parents to work with their children.

The administrators, teachers, and parents of these Hispanic children have some sort of comprehension in what the kids need to accomplish successful; better their future.

Social and morale values should be instilled at home and in doing so place strong emphasis on achieving a good education for ones self betterment.

Parents/students/teachers

Parents, family show the connection between school and life after school.

Parents should be responsible for their children's education and the school's counselors and administration should work together.

Parents play a primary role in a students success and this role begins long before school. Parents, school, and society in general must work together.

Parents must show that they value education. They must provide more stable family situations and convince their children that there is little success without education.

Parents must encourage their children that, in this country, a high school diploma is a must for a satisfying, well-paying job. Teachers should also give extra help to those students who do not understand English as well as other students.

Parents have to be convinced that they have a stake in their children's future by increasing their own awareness of the importance of an education.

Parents - Professional in service training. Adolescence is adolensce no matter what culture - variations of Hispanic culture only provide different spins - family interest.

Must have a stable family.

Interested and involved parents are all thats needed.

Ideally the parents should be strict with students and work with teachers. Second to that, a large community organization should keep track of and follow all at risk students - closely we should demand that they be proud reps for Hisp.

Get parents involved in the education of their children. Instill in parents & children the value of education. Secondly, there must be more positive role models for the kids in schools, more hispanic teachers & admin. The school needs to take mor

Family be aware of necessity of education.

1st-Parents need to become more aware of what it is their children are doing (learning) in school. Parents need to learn & speak English so that they can communicate intelligently w/teachers. -

Family and community support. Role models

Everyone - its a time when we all i.e.: teachers, administrators, counselors, parents and students come together to help out the kids.

Cooperation between par./stud./teacher - open mindness

Collaborate effort by the school, family and community.

1. Family. 2. Community. 3. Teachers/administrators. 4. Encourage students.

1. Family. 2. School. 3. Its working together. 4. Get rid of those who don't care.

Hispanic students need the following to be successful in school. 1. Students ideally should have a mentor (concerned adult) that will follow their school progress and become involved with student and family. 2. Student should have exposure....

Students must be convinced that completing high school is important to their future growth. Students must feel that high school is preparing them to face the future whether it is higher education or employment.

The same thing that we do to keep every person in school.

TEACHERS RESPOND TO "HOW CAN TEACHERS CONTRIBUTE TO RESOLVING THE PROBLEM OF DROPPING OUT AMONG HISPANIC YOUTH?" (QUESTION 8)

ROLE MODELS

Teachers can show concern for individual achievement; they can promote interest in learning; they can serve as role models.

Good role model stress the importance of a strong well-rounded education.

By setting role models and giving encouragement.

Be a positive role model. Show kids other people who are happy as adults. Emphasize that giving up is not an option. Never give up on students, ourselves.

TEACHER TRAINING

Teachers need training in multi-cultural education. Teachers need to teach every child as if he or she was their own.

All teachers should have an educational background of bilingual bicultural in order to be able to deal with minority students especially the hispanic population.

Teachers must learn about the changes taking place in the world in terms of the economy and an even faster changing technological society.

They can't - stay in contact with parents - learn Spanish (if you offer it, I will take it). We can also get involved in the community.

EMOTIONAL SUPPORT

Offer help, sympathy, compassion

Motivate students.

By being the best teachers they can be! Teachers also need to overcome their own problems with the system and not take it out on kids.

Give time to those students who need it - Don't be quick to judge - Don't just mark something wrong - Give the students a chance to learn from their mistakes and build on their mistakes - rather than trying to weed problem students out.

As they would any other nationality - care about them, get them involved in learning.

1. Develop intellectual interests. 2. Promote self-esteem. 3. Care

Keep trying.

If the teacher has the opportunity to communicate with the students and detects any obvious problems - the teacher should intervene and assist student in the best way possible.

SCHOOL REFORM

Have a job training situation. Student does work in real place of work.
Model schools (Ex.) Essential Carnegie taking the largeness of schools and making it more personalized: Advisor/Advisee programs.

Tutoring sessions, refer to couselor

Thematic approach. Integrate subject matter throughout curriculum to show knowledge = success.
Start teaching classes. Make classroom a place to learn. Motivate the kids. Be aware of cultural differences. The support systems that are out their for the students. Begin tapping into them. Get away from the "old thinking" its the 90's.....
Communicate with counselors helping students.
By not buying into fragmentation of the population by allowing cultural isolation. To state the teachers education objectives and sticking by them.

IMPROVE COMMUNITY AND FAMILY LINKS

Trying to improve, in some cases, initiate communication with their students' parents.
I don't think they can be very effective without parental support!!
Go into the community - home. Hispanic adults who are successful - start a stay in school campaign.
Better access to communication with families.
Teachers should encourage all students to have high expectations for themselves and others. Teacher also need to become involved members of the community. Parents should be made more welcome in schools by teachers. A parent.....

OTHER

Teachers can be accepting of the culturally differEnt. There is little that teachers, working in a classroom, can do individually or as a group.
Send them back to their own countries if they don't want to be responsible citizens.

N/A OR DON'T KNOW- 5

Teachers Suggestions for School-Based Solutions (Question Nine)

Language Issues

There should be more native Hispanic teachers in elementary and middle schools and only if they have no accent and are American citizens who believe - English first. This is America - speak English or go home.

The school must determine the language ability of the students to prevent students from being placed in classes where they are "lost".

More intense English/ESL

Get rid of bilingual education and promote English as a second language.

Having more communication and integration with parents in the school system; improving the bilingual education and creating more programs of learning (include stimulus, award, financial aid, work study).

Have a program where parents can improve their English skills and have interpreters based at the school.

By eliminating Bilingual classes and assigning the non-English speaking student to an ESL class where he/she will hear English spoken during the school day. See #15 for additional comments on this

Bring back a reading program to the high school level where students are given a comprehensive and skill related English reading program within a small class size setting.

Avoid needless spending on top heavy admin. jobs and apply the monies saved to student development more directly. A 5 year ESL program for ESL students at the high school levels. Smaller ESL classes. Special ed for foreign students.

Institute curriculums which integrate areas of self-awareness, provide transition classes for those who are unable to speak English - Provide programs for parents to learn English or continue education if needed.

Parent Outreach

Trying to get parents involved in school. Gettting more Hispanic teachers into system. Provide more workshops on methodology that can be useful in the classroom.

To strengthen attendance to get parents involved.

There should be more native Hispanic teachers in elementary and middle schools and only if they have no accent and are American citizens who believe - English first. This is America - speak English or go home.

Support the family unit not be it...

Schools should help by offering programs for Hispanic parents to feel more comfortable with working with teachers and administrators. Many parents may be intimidated by the school and its personnel.

Having more communication and integration with parents in the school system; improving the bilingual education and creating more programs of learning (include stimulus, award, financial aid, work

study).

Have a program where parents can improve their English skills and have interpreters based at the school.

By making parents feel welcome at school.

1. Smaller classes. 2. Better materials. 3. Communication with parents.

- Institute curriculums which integrate areas of self-awareness, provide transition classes for those who are unable to speak English - Provide programs for parents to learn English or continue education if needed.

Tracking

The school must determine the language ability of the students to prevent students from being placed in classes where they are "lost".

Have kids pass test to stay in school. Fail - on the door to work.

By proper placement in curricula which address students' needs

More Discipline

The school system needs stricter guidelines regarding student priviledges. Students should not be allowed to come to school late sixty times and still move onto the next grade, etc....

Monitor attendance.

Emotional Support

Being sympathetic

Teachers must let students know they are interested in their achieving their full potential. There must be genuine interest on the part of the teachers.

Teach the values so lined by Roberto Clemente.

Create support systems for all students and teachers.

By being supportive - offering classes or lectures to teachers to help them understand and be more culturally aware and sensitive to the needs of Hispanics.

1. Care. 2. Promote the intellectual development of each child.

Community Links

Working in conjunction with community.

Emphasize better relationships between the school system and the Hispanic population.

Tap into community agencies and bring the message of the school system to the Hispanic (etc.) neighborhoods.

The system is made up of administrators and teachers and support staff (guidance pychologist); each needs to be aware of what exist and what needs to be improved in order to resolve problem.
Make an attempt to involve families in their children's education.
Develop meaningful programs, in conjunction with Hispanic community, teachers and other that show Hispanic youth the value of education.

Minority Hiring

The school should have more hispanic persons working in the system that can provide help such as guidance counselors, social workers, etc.
They can't - the system was set up for white culture - be responsible for that.

By fostering conditions which improve everyone's chances.

Having developed the attitude and acquired the knowledge stated in #8, designed and implement programs to achieve the goals.

Devote adequate resources to staff, books and counseling programs.

Develop programs that meet the needs of kids! Provide stronger transitional programs that move kids from level to level and as quickly to the mainstream as possible.

Be less central admin. down. Teacher based coordination.

N/A or DK - 10

TEACHER RESPONSES TO QUESTION 26 These factors have been cited as indicators of students at risk of dropping out. Please rate these factors in importance								
	Does not cause dropping out		Somewhat likely		Definitely causes dropping out		No response	
	#	%	#	%	#	%	#	%
a. Language difficulties	7	13.5%	21	40.4%	24	**46.2%**	0	0.0%
b. The need to earn money	2	3.8%	12	23.1%	37	**71.2%**	1	1.9%
c. Low teacher expectations	14	26.9%	24	**46.2%**	13	25.0%	1	1.9%
d. Parents who don't value education	1	1.9%	10	19.2%	40	**76.9%**	1	1.9%
e. Parents who abuse drugs/alcohol	3	5.8%	16	30.8%	33	**63.5%**	0	0.0%
f. Drug/alcohol abuse by students	0	0.0%	15	28.8%	36	**69.2%**	1	1.9%
g. Abuse in the home	5	9.6%	13	25.0%	33	**63.5%**	1	1.9%
h. Abuse in school	13	25.0%	17	**32.7%**	16	30.8%	6	11.5%
i. Racial prejudice in school	22	**42.3%**	16	30.8%	14	26.9%	0	0.0%
j. Single parent families	16	30.8%	25	**48.1%**	9	17.3%	2	3.8%
k. Gang activity	5	9.6%	17	32.7%	28	**53.8%**	1	1.9%
l. Teen pregnancy	2	3.8%	6	11.5%	42	**80.8%**	2	3.8%
m. Peer pressure	3	5.8%	16	30.8%	32	**61.5%**	1	1.9%
n. Teachers who don't care	16	30.8%	22	**42.3%**	12	23.1%	2	3.8%
o. Irrelevant classes	12	23.1%	23	**44.2%**	14	26.9%	3	5.8%
p. School's lack of multiculturalism	14	26.9%	24	**46.2%**	13	25.0%	1	1.9%
q. Opportunity to earn money by drugs	4	7.7%	12	23.1%	33	**63.5%**	3	5.8%
r. Lack of role models in the family	2	3.8%	14	26.9%	34	**65.4%**	2	3.8%
s. Lack of role models in the school	16	30.8%	21	**40.4%**	16	30.8%	0	0.0%
t. Lack of discipline in school	12	23.1%	23	**44.2%**	17	32.7%	0	0.0%
u. Lack of discipline in the family	3	5.8%	17	32.7%	21	**40.4%**	2	3.8%
v. Too many frills, too few basics	20	**38.5%**	19	36.5%	11	21.2%	2	3.8%
w.Too much multiculturalism	28	**53.8%**	17	32.7%	5	9.6%	2	3.8%
x. Lack of parent involvement	2	3.8%	8	15.4%	40	**76.9%**	2	3.8%